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REPORT
MINISTER OF EDUCATION
PROVINCE OF ONTARIO
(CANADA)
1902

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REPORT
OF THE
MINISTER OF EDUCATION,
PROVINCE OF ONTARIO,
FOR THE YEAR 1902.

PART I. — II
(WITH THE STATISTICS OF 1901.)

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO.

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1903.

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Collegiate Institute, Manual Training and Domestic Science Buildings, Stratford.



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Technical School, Toronto.

GENERAL REPORT, 1902.



EDUCATION DEPARTMENT.

MINISTER OF EDUCATION:

HON. RICHARD HARCOURT, M.A., K.C.

DEPUTY MINISTER OF EDUCATION:

JOHN. MILLAR, B A.

H. M. Wilkinson,	-	-	-	-	-	-	-	Senior Clerk and Accountant.
H. R. Alley,	-	-	-	-	-	-	-	Clerk and Minister's Secretary.
A. C. Paull,	-	-	-	-	-	-	-	Senior Clerk.
Thomas J. Greene,	-	-	-	-	-	-	-	Clerk.
E. A. Faulds,	-	-	-	-	-	-	-	"
Allen Ker,	-	-	-	-	-	-	-	"
T. F. Callaghan,	-	-	-	-	-	-	-	"
R. J. Bryce,	-	-	-	-	-	-	-	"
F. Woodley,	-	-	-	-	-	-	-	"
Miss E. H. Brown,	-	-	-	-	-	-	-	Stenographer.
L. McCorkindale,	-	-	-	-	-	-	-	Caretaker.

Departmental Examinations.

William H. Jenkins, B.A.,	-	-	-	-	-	-	Registrar.
J. T. R. Stinson,	-	-	-	-	-	-	Senior Clerk.
F. N. Nudel,	-	-	-	-	-	-	Secretary to Board of Examiners.
W. W. Jeffers,	-	-	-	-	-	-	Clerk.
S. A. May,	-	-	-	-	-	-	"

Public Libraries, Art Schools, Etc.

S. P. May, M.D., C.L.H.,	-	-	-	-	-	Superintendent.
Wm. Lemon,	-	-	-	-	-	Clerk.

Library and Museum.

J. George Hodgins, LL.D.,	-	-	-	-	-	Librarian and Historiographer.
David Boyle,	-	-	-	-	-	Curator of Museum.
Miss J. M. Crooks,	-	-	-	-	-	Assistant Librarian.

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1902.

PART I

WITH THE STATISTICS OF 1901.

To the Honorable Sir Oliver Mowat, K.C.M.G.,
Lieutenant-Governor of the Province of Ontario.

May it Please Your Honor:

I herewith present Part I. of the Report of the Education Department
for the year 1902, with the statistics for the year 1901.

SUMMARY OF STATISTICS.

*Elementary Schools.

Number of Public Schools.....	5,663
Increase for the year.....	8
Number of Roman Catholic Separate Schools.....	372
Increase for the year.....	17
Number of Protestant Separate Schools.....	7
Number of Kindergartens.....	118
Number of Teachers.....	251
Number of Night Schools.....	12
Number of Teachers.....	22

* The Curriculum of Elementary Schools embraces the following subjects: Reading, Writing, Arithmetic, Composition, Drawing, English Literature, Geography, Music, Grammar, History, Physiology and Temperance, Drill and Calisthenics, Bookkeeping, Algebra, Geometry, Botany, Elementary Physics, Agriculture.

Amount expended for Public School Houses (sites and buildings)	\$433,801
“ “ Public School teachers' salaries.. . . .	\$2,874,473
“ “ all other purposes.....	\$1,020,408
Total amount expended on Public Schools.....	\$4,328,682
Increase for the year.....	\$100,156
Number of persons in the Province between the ages of 5 and 21	574,490
Decrease for the year.....	5,615
Number of registered pupils of all ages in the Public Schools during the year.....	414,619
Decrease for the year.....	5,478
Average attendance of pupils in the Public Schools during the year.....	235,084
Decrease for the year.....	2,222
Number of pupils in Roman Catholic Separate Schools.....	43,987
Increase for the year.....	1,590
Average attendance of pupils, Roman Catholic Separate Schools	26,926
Increase for the year.....	1,051
Number of pupils in Protestant Separate Schools.....	450
Increase for the year.....	34
Average attendance of pupils in Protestant Separate Schools..	249
Increase for the year.....	9
Number of pupils attending Kindergartens.....	11,405
Increase for the year.....	171
Average attendance of pupils in Kindergartens.....	4,794
Increase for the year.....	65
Number of pupils attending Night Schools.....	800
Increase for the year	5
Average attendance of pupils at Night Schools.....	194
Increase for the year.....	29
Percentage of average attendance to total attendance in Public Schools.....	57
Number of persons employed as teachers in the Public Schools during the year: Men, 2,375; women, 6,301; total.....	8,676
Decrease: men, 164; increase: women, 174; total increase.....	10
Number of teachers who have attended a Normal School.....	4,427
Increase for the year..	292
Average annual salary of male teachers in Public Schools.....	\$421
Increase for the year.....	\$17
Average annual salary of female teachers in Public Schools..	\$306
Increase for the year.....	\$8

*Secondary Schools.

Number of High Schools (including 38 Collegiate Institutes)..	131
Number of teachers in High Schools.....	579
Increase for the year.....	6
Number of pupils in High Schools.....	22,523
Increase for the year.....	800
Amount expended for High School teachers' salaries.....	\$535,521
“ “ “ houses (sites and buildings and repairs).....	\$37,728
Amount expended on all other High School purposes.....	\$154,883
Total amount expended on High Schools.....	\$728,132

* The Curriculum of Secondary Schools includes all the subjects required for matriculation into the University.

I.—PUBLIC SCHOOLS.

These tables (for purpose of comparison with previous years in which the R. C. Separate Schools were included with Public Schools) include R. C. Separate Schools. In the Statistical Tables, A, B, C, D, E, the Separate Schools are excluded.

1.—School Population—Attendance.

The School population of the Province, as ascertained by the assessors, is as follows:

Year.	School age.	School population.	Pupils registered under 5.	Pupils registered 5 to 21.	Pupils registered over 21.	Total number of registered pupils.	Average attendance	Percentage of average attendance to total number attending school.
1867	5—16	447,726	.....	*380,511	†21,132	401,643	163,974	41
1872	5—16	495,756	.....	*433,664	†20,998	454,662	188,701	42
1877	5—16	494,804	1,430	488,553	877	490,860	217,184	44
1882	5—16	483,817	1,352	469,751	409	471,512	214,176	45
1887	5—21	611,212	1,569	491,242	401	493,212	245,152	50
1892	5—21	595,238	1,636	483,643	391	485,670	253,830	52
1897	5—21	590,055	1,385	481,120	272	482,777	273,554	56
1900	5—21	580,105	1,111	461,258	125	462,494	263,181	57
1901	5—21	574,490	1,070	457,436	100	†458,606	262,010	57

*5—16.
School pupils

† Other ages.

‡ In addition, there were 11,405 Kindergarten pupils and 800 Night

It can be shown from the above table that about 22 per cent. of the entire population are enrolled in our Schools. From the last report of the American Commissioner of Education a little over 20 per cent. of the entire population attend school.

2. Classification of Pupils.

Year.	1st Reader—Parts I and II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.	Geography.	History.	Music.	Grammar and Composition.	Temperance and Hygiene.
1867 ..	79,365	98,184	83,211	68,896	71,987	231,734	241,501	5,450	272,173	61,787	47,618	147,412	.....
1872 ..	160,828	100,245	96,481	67,440	29,668	322,688	327,218	57,582	327,139	109,639	110,083	282,156	.....
1877 ..	153,630	108,678	135,824	72,871	19,857	396,006	402,248	153,036	375,951	116,865	168,942	226,977	.....
1882 ..	165,834	106,229	117,352	71,740	10,357	398,401	419,557	176,432	280,517	150,989	158,694	209,184	33,926
1887 ..	192,361	100,533	108,096	81,984	10,238	466,389	469,445	395,097	316,791	194,754	203,567	270,856	71,525
1892 ..	187,947	96,074	99,345	88,934	13,370	465,516	470,813	435,239	334,947	253,956	220,941	294,331	171,594
1897 ..	181,375	91,330	99,682	89,314	21,076	465,525	471,869	448,444	342,189	284,025	233,915	316,787	215,343
1897 ..	177,614	88,838	94,069	84,507	17,468	453,930	455,718	436,078	326,463	272,414	255,327	298,638	199,229
1900 ..	178,077	86,982	92,203	84,106	17,238	451,067	452,022	439,696	322,843	270,589	266,230	297,126	197,605

Temperance and Hygiene.

It is also worthy of notice that the number of pupils receiving instruction in Temperance and Hygiene has increased from 33,926, in 1882, to 197,605, in 1901. Having regard to the great importance of the knowledge of physiology and the injurious effects of alcoholic stimulants on the human system, provision was made by the statute in 1886 for placing this subject on the course of study for Public Schools. Instruction was also provided under departmental regulation for teachers-in-training at County Model Schools and Normal Schools, to be followed by an examination as an essential pre-requisite to their final recognition as duly qualified teachers. In 1893, this subject was made compulsory for entrance to High Schools and Collegiate Institutes, so that no pupil who pursues his studies as far as the 5th Form can fail to be reasonably well acquainted with the conditions on which his health and physical vigor depend, as well as with the dangerous tendency of stimulants and narcotics to produce weakness and disease.

Kindergartens.

The system of Kindergarten instruction, first introduced into Ontario in 1882, and subsequently made part of the School System of the Province, by the Public Schools Act of 1885, has met with encouraging success. A report of the pupils receiving instruction in this way was first made in 1892. The report showed that in the short space of ten years, 69 Kindergartens were established, with 160 teachers, attended by 6,375 children under six years of age. In 1901 the number of Kindergartens has increased to 118, with 251 teachers, attended by 11,405 pupils under seven years of age.

Night Schools.

The whole number of Night Schools in 1901 was 12, the number of teachers 22, and the number in attendance 800. This number does not include the attendance upon the classes established by Mechanics Institutes and Art Schools.

3.—Teachers' Certificates and Salaries.

Teachers' Certificates.

Year.	Public school teachers.	Male.	Female.	1st class.	2nd class.	3rd class.	Other certificates, including old County Board, etc.	Number of teachers who attended Normal Schools.
1867	4,890	2,849	2,041	1,899	2,454	386	151	666
1872	5,476	2,625	2,850	1,337	1,477	2,084	578	828
1877	6,468	3,020	3,448	250	1,304	3,926	988	1,084
1882	6,857	3,062	3,795	246	2,169	3,471	971	1,873
1887	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892	8,480	2,770	5,710	261	3,047	4,299	873	3,038
1897	9,128	2,784	6,344	343	3,886	4,465	934	3,643
1900	9,440	2,630	6,810	581	3,851	3,927	1,081	4,175
1901	9,494	2,459	7,035	611	4,125	3,571	1,187	4,572

*Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province.	Average salary, male teacher, counties.	Average salary, female teacher, counties.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.
1867	\$ 1,350	\$ 346	\$ 226	\$ 261	\$ 189	\$ 532	\$ 243	\$ 464	\$ 240
1872	1,000	360	228	305	213	628	245	507	216
1877	1,100	398	264	379	251	735	307	583	269
1882	1,100	415	269	385	248	742	331	576	273
1887	1,450	425	292	398	271	832	382	619	289
1892	1,500	421	297	383	269	894	402	648	298
1897	1,500	391	294	347	254	892	425	621	306
1900	1 500	404	298	349	255	892	455	624	309
1901	1,540	421	306	339	262	915	470	649	315

*There is a considerable increase in the salaries of Public School teachers although the average is still low. In Ontario the average is \$421 for males and \$306 for females. For the other provinces the averages are as follows: Nova Scotia, \$399 and \$281; New Brunswick, \$354 and \$233; P.E.I., \$282 and \$201; Quebec, \$578 and \$134; Manitoba, \$449 for both male and female teachers. In the United States the average for males and females are \$465 and \$389 respectively.

4.—Receipts and Expenditure.

Year.	Receipts.				Expenditure.					
	Legislative grants.	Municipal school grants and assessments.	Clergy Reserve funds, balances and other sources.	Total receipts.	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes, etc.	Rent, repair, fuel and other expenses.	Total expenditure.	Cost per pupil.
1867	\$ 187,153	\$ 1,151,583	\$ 331,599	\$ 1,670,335	\$ 1,093,517	\$ 149,195	\$ 31,354	\$ 199,123	\$ 1,473,189	\$ 3 67
1872	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 42
1887	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 59
1892	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897	266,538	3,361,562	1,260,055	4,988,155	2,886,061	391,680	60,585	887,335	4,215,670	8 73
1900	369,901	3 847,646	1,292,441	5,509,988	2,985,278	438,374	71,994	1,091,437	4,587,083	9 92
1901	377,308	3,784,070	1,468,678	5,630,056	3,055,321	531,072	81,685	1,052,232	4,720,310	10 29

II.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Expenditure—Teachers.				Number of pupils attending—Number in the various branches of instruction.							
	Schools open.	Total receipts.	Total expenditure.	Teachers.	Pupils.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Temperance and Hygiene.
1867	161	\$ 48,628	\$ 42,719	210	18,924	18,924	10,749	10,559	8,666	5,688	.....	.....
1872	171	68,810	61,817	254	21,406	21,406	13,699	12,189	8,011	7,908	.....	.....
1877	185	120,266	114,806	334	24,952	24,952	17,932	17,961	13,154	11,174	.....	.....
1882	190	166,739	154,340	390	26,148	26,148	21,052	21,524	13,900	11,695	7,548	2,033
1887	229	223,848	211,223	491	30,373	30,373	27,824	28,501	19,608	18,678	21,818	8,578
1892	312	326,034	289,838	662	37,466	37,466	35,565	35,936	26,299	22,755	32,682	11,056
1897	340	335,324	302,169	752	41,620	41,620	39,724	40,165	27,471	26,071	36,462	18,127
1900	355	396,137	358,551	774	42,397	42,397	42,397	42,397	27,923	25,955	34,201	12,549
1901	372	436,721	391,628	818	43,987	43,987	43,987	43,987	27,454	25,211	40,646	13,505

III.—PROTESTANT SEPARATE SCHOOLS.

The complete list of Protestant Separate Schools is as follows:

No. 5 Bromley, No. 9 Cambridge, No. 6 Plantagenet North, Rama, No. 1 N. Tilbury, L'Original, Penetanguishene.

They were attended by 450 pupils. The whole amount expended for their maintenance was \$4,545. Six teachers held a Second Class, three a Third Class, and one a Temporary Certificate.

IV. COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive:

1.—Receipts, Expenditure, Attendance, Etc.

Year.	Schools open.	Teachers.	Receipts.			Expenditure.			Pupils.	Percentage of average attendance to total attendance.	Cost per pupil.
			Amount of fees.	Legislative grant.	Total receipts.	Paid for teachers' salaries.	Paid for sites and building school houses, rents and repairs.	Total expenditure.			
			\$	\$	\$	\$	\$	\$			\$ c.
1867.....	103	159	15,605	54,562	139,579	94,820	19,190	124,181	5,696	55	21 80
1872.....	104	239	20,270	79,543	223,269	141,812	31,360	210,005	7,968	56	26 36
1877.....	104	280	20,753	78,762	357,521	211,607	51,417	343,710	9,229	56	37 24
1882.....	104	332	29,270	84,304	373,150	253,864	19,361	343,720	12,348	53	27 56
1887.....	112	398	56,198	91,977	523,323	327,452	73,061	495,612	17,459	59	28 38
1892.....	128	522	97,273	100,000	793,812	472,029	91,108	696,114	22,837	60	30 48
1897.....	130	579	110,859	101,250	767,487	532,837	46,627	715,976	24,396	61	29 35
1900.....	131	573	98,726	103,200	772,332	523,245	32,400	718,602	21,723	60	33 08
1901.....	131	579	99,864	109,200	784,626	535,521	37,728	728,132	22,523	59	32 33

2.—Classification, Etc.

Year.	English.					Mathematics.				Science.		
	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
1867..	5,467	4,091	.....	4,634	5,264	5,526	2,841	1,847	141	1,876	840	.....
1872..	7,884	7,278	.....	7,513	7,715	7,834	6,033	2,592	174	1,921	1,151	.....
1877..	8,819	8,772	.....	9,106	9,158	9,227	8,678	8,113	359	2,168	2,547	.....
1882..	12,275	12,189	.....	12,220	12,106	12,261	11,742	11,148	397	2,880	2,522	.....
1887..	17,086	17,171	16,649	17,010	16,962	16,939	16,904	14,839	1,017	5,265	3,411	4,640
1892..	22,530	22,525	22,468	22,328	22,118	21,869	22,229	17,791	1,154	6,601	3,710	6,189
1897..	19,591	24,195	24,176	18,318	13,747	19,798	24,105	16,788	1,652	11,002	5,489	12,892
1900..	17,122	21,382	21,146	21,652	12,410	17,008	20,567	15,609	1,325	10,265	5,723	8,626
1901..	19,401	22,126	21,988	22,036	13,790	19,471	21,413	15,992	1,567	11,735	5,461	8,256

2. Classification, etc.—*Continued.*

Year.	Languages.				Drawing.	Vocal music.	Bookkeeping and commercial transactions.	Left for mercantile life.	Left for agriculture.	Who joined a learned profession.	Matriculated.	Number of schools charging fees.
	Latin.	Greek.	French.	German.								
1867.....	5,171	802	2,164	.....	676	.....	1,283	.....	.....	.....	56	57
1872.....	3,860	900	2,828	341	2,176	.....	3,127	486	300	213	78	28
1877.....	4,955	871	3,091	442	2,755	.....	3,621	555	328	564	145	35
1882.....	4,591	815	5,363	962	3,441	.....	5,642	881	646	751	272	37
1887.....	5,409	997	6,180	1,350	14,295	1,955	14,064	1,141	882	791	305	58
1892.....	9,006	1,070	10,398	2,796	16,988	948	16,700	1,111	1,006	398	471	77
1897.....	16,873	1,421	13,761	5,169	12,252	160	11,647	1,368	1,153	409	652	87
1900.....	18,073	833	12,650	3,894	9,345	357	9,712	1,331	757	716	1,253	91
1901.....	19,029	672	13,024	3,065	9,720	248	10,051	1,300	833	650	1,130	85

From a study of these tables, interesting views will be gathered regarding the progress and present condition of our High Schools and Collegiate Institutes. Owing to the organization of Continuation Classes in Public Schools, there has not been much increase of late years in the establishment of additional High Schools. As Continuation Classes are really doing High School work, it may be seen that there is a steady progress in the support given to secondary education. In 1867 only 1,283 pupils, or 23 per cent. of the whole number, studied commercial subjects, such as Bookkeeping. In 1901 this subject was taken up by 10,051 pupils, or 45 per cent. of the total attendance. In 1867, 5,171 pupils, or 90 per cent. studied Latin. In 1901 the number taking Latin was 18,710, or 83 per cent. In 1867, 15 per cent. studied Greek, while in 1901 only 3 per cent. were engaged in studying this subject. In 1867, 38 per cent. of pupils studied French, and none studied German. In 1901 the number taking French had increased to 57 per cent., while 14 per cent. were engaged in studying German. The greater attention given to Drawing is also a marked feature of the classification.

When High Schools were first established in the Province, their primary object was to prepare pupils for the learned professions, and especially for the University. Although their original purpose has not been ignored, the course of study has been enlarged so as to meet the aims of pupils who intend to follow the ordinary pursuits of life. It is in the High Schools that most students who desire to become Public School teachers receive their non-professional training. This is a valuable function of those institutions and one that has done much to commend them to the general public. Many young men also who intend to follow mechanical pursuits, or prepare themselves for mercantile life or for agriculture, take advantage of the High Schools. The superior culture which is thus received, proves a valuable investment. In 1872 the number of High School pupils entering mercantile life was 486. In 1901 the number had increased to 1,300. In 1872, 300 pupils left the High Schools for agricultural pursuits, and the number in 1901 had reached 833.

The following table will be of interest regarding the occupation of parents of High School pupils, and will show the classes of our population receiving most advantages from those institutions.

Agricultural.....	6,747
Commercial.....	5,984

Mechanical.....	5,862
Professional.....	2,144
Without occupation.....	1,786

V. DEPARTMENTAL EXAMINATIONS, ETC.

1. Table Showing the Number of Teachers-in-Training at County Model Schools, Normal College, Provincial Normal Schools, Etc., 1877-1901.

Year.	County Model Schools.			Normal College.			Normal and Model Schools, etc.					
	No. of schools.	No. of teachers in training.	No. that passed final examination.	No. teachers.	No. of students.	Receipts from fees of Normal College.	No. of Normal School teachers.	No. of Normal School students.	No. of Model School and Kindergarten teachers.	No. of Model School and Kindergarten pupils.	Receipts from fees of Normal Schools, Model Schools and Kindergarten pupils.	Expenditure, Normal and Model Schools.
1877 ..	50	1,146	1,124	.....	.....	\$ c.	13	257	8	643	7,909 22	25,780 88
1882	46	882	837	.....	.....	.....	16	260	15	799	13,783 50	44,888 02
1887	55	1,491	1,376	.....	.....	.....	13	441	18	763	16,427 00	40,188 66
1892	59	1,283	1,225	10	96	1,630 00	12	428	22	842	19,016 00	45,724 12
1897	60	1,645	1,384	12	180	4,374 00	13	407	23	832	18,797 59	46,390 91
1900	55	1,045	1,004	12	144	1,730 00	16	637	26	893	19,416 00	56,556 99
1901	55	1,189	1,145	14	113	1,905 00	14	613	28	921	19,264 00	57,728 51

2. Entrance Examinations, 1877-1902.

Year.	No. of candidates examined.	No. of candidates who passed.
1877 ..	7,383	3,836
1882	9,607	4,371
1887	16,248	9,364
1892	16,409	8,427
1897	16,384	10,502
1901	17,149	12,229
1902	18,087	13,300

3. Non-Professional and Matriculation Examinations, 1902.

	High School Entrance.	Part I, Junior Leaving or Public School Leaving.	Part II, Junior Leaving.	Part I, Junior Matriculation.	Part II, Junior Matriculation.	Part I, Senior Leaving or Honor Matriculation.	Part II, Senior Leaving or Honor Matriculation.	Commercial Diploma, Part II.	Commercial Specialist.
No. of candidates.....	18,087	5,683	2,602	1,659	1,129	448	414	195	15
No. who passed.....	13,300	3,042	1,598	1,348	549	255	204	133	5
No. of appeals.....	.....	47	190	9	40	54	35	1	1
Appeals sustained.....	.....	8	23	4	5	32	5	.....	.....

VI. TEACHERS' INSTITUTES.

This table presents the work of the Teachers' Institutes for twenty-five years:

Year.	No. of Teachers' Institutes.	No. of Members.	No. of teachers in the Province.	Receipts.				Expenditure.			
				Amount received from Government grants.	Amount received from municipal grants.	Amount received from members' fees.	Total amount received.	Amount paid for libraries.	Total amount paid.		
				\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1877.....	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	...	...	1,127 63	
1882.....	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33		
1887.....	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50		
1892.....	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46		
1897.....	73	7,627	9,123	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84		
1900.....	76	8,081	9,440	2,475 00	1,767 50	966 95	12,431 62	1,177 12	6,485 10		
1901.....	78	8,372	9,494	2,525 00	1,895 00	1,110 50	13,898 79	1,404 42	7,665 12		

The County teachers' associations are doing excellent work and at a trifling expenditure. In the United States it is not unusual for Teachers' Institutes to be held for a week or longer. The work attempted is, however, somewhat like what is done in our County Model Schools.

VII. TECHNICAL EDUCATION.—PUBLIC LIBRARIES, ART SCHOOLS, SCIENTIFIC INSTITUTIONS, ETC.

The change in the Act and Regulations requiring Annual Reports from Public Libraries to be made out to the end of each calendar year, has been complied with, and proved to be very satisfactory. The present Report is from the 1st of January, to the 31st of December, 1901.

The following abstracts are from the Superintendent's Report:

1. Public Libraries.

Abstract showing the Counties and Districts in which Public Libraries are established:—Addington (6), Algoma (13), Brant (7), Bruce (24), Carleton (10), Dufferin (10), Dundas (10), Durham (4), Elgin (12), Essex (8), Frontenac (6), Glengarry (2), Grenville (12), Grey (19), Haliburton (2), Haldimand (11), Halton (5), Hastings (8), Huron (18), Kent (13), Lambton (16), Lanark (9), Leeds (6), Lennox (2), Lincoln (9), Manitoulin Island (3), Middlesex (13), Muskoka (6), Nipissing (5), Norfolk (6), Northumberland (8), Ontario (12), Oxford (14), Parry Sound (11), Peel (14), Perth (8), Peterborough (5), Prescott (1), Prince Edward (2), Rainy River (2), Renfrew (10), Russell (2), Stormont (10), Simcoe (19), Victoria (12), Waterloo (14), Welland (9), Wellington (17), Wentworth (10), York (22).

Abstract showing the Progress of Public Libraries from 1883 to 31st December, 1901.

Year.	Institutes reporting.	Number of members.	Number of evening classes.	Number of pupils.	Number of reading rooms.	Number of newspapers and periodicals.	Number of volumes in libraries.	Number of volumes issued.	Total receipts.	Total assets.
									\$ c.	\$ c.
1883 (April)	93	13,672	28	1,758	59	1,540	154,093	251,920	59,716 00	225,190 00
1888 "	167	32,016	41	1,102	104	3,041	311,048	744,466	103,843 68	403,573 75
1893 "	255	84,088	41	1,117	156	4,745	510,326	1,415,867	160,556 26	685,412 17
1898 "	347	111,208	2	79	200	5,884	789,082	2,358,140	188,783 21	870,167 54
1899 "	364	121,397	2	35	200	5,889	862,047	2,547,131	193,421 20	935,975 81
1899 (December) ...	371	129,713	2	47	188	5,773	918,022	2,042,904	178,642 87	966,667 38
1900 "	389	147,208	2	35	186	5,971	989,050	2,534,711	210,635 49	1,024,300 14
1901 "	415	155,361	1	19	194	6,062	1,066,117	2,668,364	225,796 29	1,080,601 71

415 Public Libraries (132 Free, 283 not Free) reported for the year ending 31st December, 1901.

27 Public Libraries did not report for the year ending 31st December, 1901.

35 Libraries, which have not yet reported, were established in the year 1902.

There has been a large increase in the number of Libraries since the last Annual Report (1900). At the present time, as shown in the Superintendent's Report, 415 Libraries reported, 27 Libraries did not report, and 35 new Libraries have been incorporated.

Total number of Libraries, 477.

2. Art Schools, Etc.

The following abstract shows the number of certificates and medals awarded to Art Schools, Ladies' Colleges, Public and High Schools, etc. for drawing, painting, etc., at intervals since 1883:

Year.	Number of Art Schools, etc.	Primary Art Course.		Advanced Art Course.		Mechanical Art Course.		Industrial Art Course.	Extra sub-jects.	Departmental medals, etc.			
		Proficiency certi-ficates.	Full teachers' cer-tificates.	Proficiency certi-ficates.	Full teachers' cer-tificates.	Proficiency certi-ficates.	Full teachers' cer-tificates.	Proficiency certi-ficates.	Painting, etc.	Gold medals.	Silver medals.	Bronze medals.	Special certificates.
1883	1	124	..	31	.....	1	..	..	..	..	..	..	..
1888	57	2,979	183	151	9	50	2	24	108	1	1	4	1
1893	85	4,753	220	301	13	139	10	11	165	1	16	11	21
1898	55	3,166	149	540	18	42	.....	30	171	1	2	11	14
1899	62	3,993	160	499	22	75	.....	42	154	1	3	10	14
1900	47	3,130	130	367	17	53	.....	43	156	1	3	13	17
1901	57	2,548	29	413	13	70	1	31	142	1	4	13	18
1902	65	1,974	41	280	10	57	.....	31	151	..	..	..	..

The departmental medals were discontinued in 1902.

3. Literary and Scientific Institutions.

These Institutions are doing good work. (See Superintendent's Report.) They have Libraries of Books relating to Arts and Sciences, History, etc., and several of these Institutions have Museums, which are frequently thrown open Free to the public. They give popular lectures on Science and Art, History, Literature, etc., and publish their Annual Transactions. Their chief aim is to encourage higher education among the masses, and the amount of patronage they receive is a proof that their efforts are appreciated.

GENERAL REMARKS.

I.—Junior Leaving Requirements.

The amendments to the Regulations in 1902, as given in Circular 50, assert some very important principles respecting the requirements for Second Class teachers. For many years the courses for teachers have been marked by much specialization and the privilege of several options which may be regarded as results of the Intermediate Examinations of 1876. It is no reflection on educationists to say that the experience of a quarter of a century has made us wiser than we were. The growth of specialization has been a marked feature of the last fifty years. It has shown its effect not only in the shop and factory, but in the school. Unfortunately, it has reached down too far in matters of education, and the value of a broad and general course of study has not been fully recognized. Specialization at too early an age tends to dwarf those humanizing processes which develop true manhood.

The amendments to the Regulations, and especially what they foreshadow, recognize that the interests of the child should have first consideration. It is not what may be most conducive to University interests, or what will allow the principle of electives to dominate our High Schools, but what will most contribute to that training which every boy and girl in our Public Schools should secure. I regret to say that although 9,494 teachers are employed in our Public Schools, only 611 hold First-Class certificates. Under these circumstances, what concerns Public School pupils chiefly is the academic and professional equipment which an ordinary Second Class teacher possesses. It is only a common-place statement to say that a teacher must know the subjects which he is called upon to teach. A knowledge of the three Rs, as generally understood, inadequately fits a child for modern conditions. Reading will be very limited in its use if it does not secure a taste for choice literature and a love for good books. A teacher of arithmetic must be acquainted with, at least, algebra and geometry. Writing, including book-keeping, will always be important, but drawing, at least of an elementary character, can no longer be overlooked. In the vast field of nature, the teacher who has not a fair acquaintance with the leading sub-departments of science, such as chemistry, physics and botany, will be placed at a serious disadvantage. Indeed, any curriculum of our Public Schools which fails to make children acquainted with the materials they handle, the forces they are to employ, or the objects they are to create, is, in the language of leading educationists, "seriously defective."

The settlement of the general character of the Public School curriculum—concerning which there is practically few differences of opinion—opens the way to the settlement of what should constitute the non-professional

attainments of the Second Class teacher. He should know all the essential subjects, and if possible subjects which if not essential will fit him the better for teaching subjects of the Public School course. I am sorry to say the academic attainments of Second Class teachers are not as high as would be desirable. Public School Inspectors, Principals of County Model Schools, and the Principals of the three Normal Schools are, I believe, unanimous in their judgment respecting the inadequacy of the attainments now guaranteed by Junior Leaving Standing. The defects are not due to any narrowness of the curriculum, but to the lack of thoroughness in such subjects as arithmetic, English, and elementary science. In preparation for his Junior Leaving certificate, the ordinary candidate in our High Schools has been obliged to give so much time to non-essential subjects (I do not deny their value), that he passed the examination often by making little over the 33 1-3 per cent. in such important subjects as grammar, arithmetic, history, literature, composition, etc. What is needed, I venture to say, is a higher standard in the essential subjects, say 60 per cent., and that the candidate should be relieved of any examination in Latin, Greek, French or German, valuable as undoubtedly they are for educational purposes. What we need, especially, is thoroughness, and experience shows that thoroughness cannot be secured apart from the plan here described.

If, in addition to the essential subjects, Second Class teachers had also a knowledge of Latin, it would doubtless be desirable; but experience shows that it would be impossible to exact a knowledge of Latin without allowing serious defects in what should be required of every Public School teacher. For First Class teachers that training which Latin gives cannot be ignored. The changes indicated do not affect the courses prescribed for University matriculation. Doubtless the Second Class teacher who intends eventually to matriculate will take up Latin in addition along with the requirements for Junior Leaving. It could never be defended, however, if on account of the few who go to the University the vast majority of our Second Class teachers should be obliged to take any course than that which will make them best fitted to teach the subjects prescribed for our Public Schools. No intelligent person can have much sympathy with those who ignore the value of our Universities. Our Universities, however, will gain in usefulness, as well as popularity, when it is clearly understood that University forces are not antagonistic to the claims of the masses of the people: indeed, what has increased the popularity of our Universities, and also of our High Schools, has been the growing belief that wherever there is a clash between the interests of the Universities and those of the High Schools, the former must give way. In like manner the claims of the Public Schools must be paramount when the question arises regarding the respective interests of elementary and secondary education. At the same time it should be clearly understood that there can be no antagonistic interests. The country cannot have too many educated persons. Assuming that the best training is given, the Province is in no danger of having too many University graduates, or too many pupils attending our High Schools preparing for matriculation. When the claims of the great body of our students are intelligently recognized, even although there may continue differences of opinion respecting the relative values of branches of study, the thoughtless statement of there being "too many educated persons" will have little force.

II.—Examinations.

For many years written examinations have formed an ever recurring subject of discussion, not only in this Province but wherever modern educa-

tional methods have received attention. I venture to say the principle underlying the question, as now recognized by the Department, will do much towards disposing of what has so often become a vexed topic. Let it at once be conceded that examinations have their value, and the assumption that they are a necessary evil cannot be maintained. To be brief, examinations must be conducted (1) by the Education Department, (2) by the Inspector or Principal, and (3) by the teacher. The matter may be settled more readily if the function of each is properly recognized, and no policy adopted which will in any way infringe upon the purposes of each authority which conducts the examination.

The Education Department should conduct only those examinations required for teachers' certificates. (The present arrangement regarding matriculation is for convenience and does not affect the principles mentioned) Many of the objectionable features which have arisen have been the result of an effort to hold examinations for purposes other than those in which the Department has a direct interest. If the Inspector is guided in his estimate of the work done by the teachers in his inspectorate by departmental examinations, his own office is degraded and the advantages of inspection are necessarily minimized. Indeed, in England where examinations have taken a more objectionable phase than in Ontario, it is frequently stated that good inspection is secured in proportion as less importance is attached to written examinations. It seems out of place for one central authority to issue examination papers in order to test the value of work with which the Inspector is familiar.

The Public School Leaving examination, now abolished, originated with the impression that eventually it might take the place of the High School Entrance examination. The growth of Continuation Classes has fully shown that the centralization of secondary school work in a few schools in the county is both impracticable and undesirable. Under the circumstances, there should be no more necessity for the Education Department holding an examination to test the character of Fifth Form work done in Public Schools than for holding a like examination for pupils in the First Form of a High School. Any examination conducted by the Department for purposes of promotion is out of place under present circumstances. It is not here, however, contended that the Public School Inspector may not find it desirable in some localities—though perhaps not in all parts of the Province—to hold with the concurrence of the County Council any examinations either for Fifth Form pupils or those of other classes which may be of service in enabling him the better to test the character of the work done in the schools under his supervision. This may be done under existing regulations, and as a fact is not infrequently done. This is a matter, however, that should not be controlled by the Education Department, but left to the judgment of the Inspector concerned.

No good teacher can afford to ignore examinations. Good teaching calls for such tests as will show to the teacher himself the efficiency or defects of his own work. It goes without saying that such tests will not be entirely oral. Written examinations, therefore, will form a recognized part of the work of the school. The examination questions will be set by the teacher, and he alone should examine the answer papers. The character of the questions, the time they are submitted to the pupils, and the subjects in which such written tests are held, are all matters involving pedagogical proof, which it is unnecessary here to discuss. Examinations of this kind in no respect interfere with those which may be held by the Principal of the school or the Inspector. If the functions of the Education Department, the Inspector, and the teacher are respectively recognized, and

the purposes of each kept distinct from those of the others, we may hope in future to hear less about the pressure of examinations. The freedom of the teacher will be secured, and the Inspector will attach more and more importance to the personality of the teacher and the formation of character going on in the school-room.

III.—Continuation Classes.

In the reports of previous years I took the opportunity of pointing out the growth of our Continuation Classes. Several years ago the question of the relations between the High and Public Schools presented difficulties which have now disappeared. It was held by some persons that High Schools should be established only in large centres of population, and the establishment of small High Schools was often condemned. The feeling at present is in favor of schools for secondary education wherever the locality is willing to support them. In keeping with this opinion, Continuation Classes have been established in nearly every village having a graded school where there is no High School. The course for Continuation Classes, it will be remembered, is identical with that for the lower forms of High Schools. The advantages of enabling children to board at home are apparent, and the maintenance of Continuation Classes, or small High Schools may be regarded as a settled policy for the Province. It may be mentioned, in passing, that the policy of Ontario in this respect is almost identical with that which prevails in the eastern and western states of the American Union.

In 1902 the total number of Continuation Classes receiving legislative aid was 540; of these, 59 were in grade (a); 49 in grade (b); 149 in grade (c); and 283 in grade (d). The total number of pupils enrolled was 4,933, and the number of teachers employed in Continuation Class work, 554. In order that a school may be ranked in grade (a), it is necessary that the Principal should give his entire time to pupils doing Fifth Form or higher work. In grade (b), there must be two teachers and a class in regular attendance of, at least, ten pupils who have passed the High School Entrance examination. In grade (c), there must be at least five pupils, and in grade (d) at least three pupils who have passed the High School Entrance examination. For each school in grade (a) a grant of \$100 was paid from the legislative appropriation and double that amount if there were two teachers engaged in Continuation work. In one school—Chesley—where there were three teachers engaged in Continuation work, the sum of \$300 was paid. These appropriations require the County Council to give an equivalent. The equivalent in all cases, I believe, has been cheerfully given, and in some places the County Councils, to their credit be it said, have gone beyond the minimum requirements. It is very satisfactory to notice from the table, that the trustees of Continuation Classes are anxious to employ teachers of high qualifications. In 1902 twenty-six teachers holding Degrees in Arts from the Universities (they must be also graduates from the Normal College) were employed; 108 held First Class certificates, and 306 Second Class certificates. It is safe to say that the Continuation Classes are doing an admirable work. The relations between Continuation Classes and High Schools are upon the whole cordial. With the question of departmental examinations placed on a rational basis, the continued progress of the Continuation Classes is assured.

IV.—School Libraries.

During the year 1902 a catalogue, containing lists of books specially suited for children, and regulations and instructions regarding Public School Libraries, was published.

Regulations.

1. The Minister of Education may prepare a catalogue of books recommended for school libraries, the list to include mainly works suitable for children, in such departments as biography, history, geography, travel, mythology and fables, elementary science, citizenship, etc.
2. Any rural school board which provides a library for the scholars shall be entitled to a share of whatever money that may be appropriated for the purpose by the Legislature, if it purchases such books as are contained in the approved list.
3. Every rural school board which establishes a library under these conditions shall be entitled to a grant, equivalent to half the amount expended, but not to exceed \$10, in any one year, and provided the appropriation made by the Legislature will warrant such payment.
4. Should the appropriation made by the Legislature not be sufficient in any year to meet the demands arising from the establishment of rural school libraries, or additions thereto, whatever sum is granted for the purpose by the Legislature which will be paid pro rata.
5. The powers heretofore held by trustees to establish school libraries are not affected by these provisions; and Boards have full authority under the provisions of the statute to purchase books for the school library, and to make such selections as they may deem expedient. Any aid granted from the Legislative appropriation will, however, be based solely upon the amount expended for books given in the catalogue prepared by the Minister of Education.
6. The trustees will be required to make proper arrangements for the care of the library; and the principal of the school will be librarian and act under such instructions as may be given by the Minister of Education, the Inspector, or the trustees of the school concerned.
7. All applications for legislative aid must be made, through the Public School Inspector to the Minister of Education, by the trustees, who shall give all necessary information regarding the books purchased, together with such vouchers from the booksellers as may be required. The Inspector will make application to the Education Department on a form to be provided.
8. All applications by trustees for legislative aid must be made before the first day of July in each year and after the books have been received. Any purchases made after that date may be included in applications made the following year.

APPLICATION FOR AID.

When books are purchased for the library, application should be made in May or June through the Inspector for the grant to which the Board is entitled. The receipted bills for examination should be forwarded to the Inspector who should compare the lists submitted with the catalogue and make the required application to the Department not later than the first of August. When the Inspector visits the school he should examine the books in the library and see if a proper catalogue of them is kept, and if proper entries are made of the books borrowed from time to time with names of the borrowers, etc.

The aid appropriated by the legislature is confined to rural schools. Public Libraries in urban municipalities receive considerable assistance from the government, and should have also in view the needs of the pupils of the schools. It will be better, however, to have school libraries established also in cities, towns and incorporated villages, and for such libraries this catalogue will be found of service.

FORM OF APPLICATION FROM TRUSTEES.

DEAR SIR,—The undersigned Trustees of School Section No. in the Township of County of hereby certify that they have purchased books, at a cost of \$ and have placed them in the library of the school, to be used as provided by the regulations of the Education Department.

Of the books purchased have been selected from the list furnished by the Minister of Education, and for which \$ have been paid by the School Board. Vouchers from the booksellers, showing the prices paid by the trustees are herewith submitted.

..... Sec.-Treas.

.....
.....

To
Public School Inspector.

..... P.O., Ont.

FORM OF APPLICATION FROM INSPECTOR.

DEAR SIR,—The undersigned begs leave to make application to the Education Department for the share of the Legislative appropriation made for rural school libraries. The applications

of the trustees, with vouchers, have been carefully examined, and the school boards of the sections mentioned are entitled to the amounts herein designated :

School Section.	Township.	Amount expended for books recommended.	Amount of Legislative aid claimed.

Yours truly

Public School Inspector.

TO THE DEPUTY MINISTER OF EDUCATION,
Education Department,
Toronto.

In connection with school libraries the following quotations may be read with interest and profit :

"There is no reason why the work of the school should cease when the pupils finally withdraw from the school. In fact, the school merely starts the young man and woman with the power of using books and the information already discovered to be useful.

"There is little use, perhaps harm, in teaching a person to read, if he does not also learn to read what is good and, therefore, useful.

"The teacher should be mature enough, and cultivated enough, to direct the reading of the rural school section. Trustees should stipulate for such a qualification in addition to the mere license qualification, which is merely a minimum qualification, until we can afford to still further raise the standard.

"The legislature in 1900 empowered school sections at their annual or special meeting to assess themselves for books for a library, thus putting public libraries in school houses on the same plane as the more elementary school work.

"In other words, school work is now recognized by the law as going on within the section after the school is left. The books in school libraries are supposed to be taken home by those attending school, to be used by their parents, or older brothers and sisters.

"There is, thus, a simple system for the cheap supply of communities with the best modern, as well as ancient literature; and with the best books on technical subjects, such as agriculture, horticulture, forestry, public health, mining, woodwork, ironwork, domestic science, etc., etc.

"But a very small percentage of people know the advantages of proper reading. Sometimes very energetic individuals are cast into a stratum of mediocre literature, which develops merely the superficial and defective culture from which it originated; while, if they were thrown into the current of leading thought, they might become creditable leaders of men and of movement in their communities, and, possibly, in larger spheres.

"In most places the teacher must be the missionary in developing this extension of the public school work. It is possible that where such advance may be made and appreciated the law may some time in the near future grant some appreciative recognition."—*Journal of Education, Nova Scotia.*

"It is one of the most significant facts of modern life that a surfeit of periodical literature, both juvenile and adult, is operating against the

reading of books and the formation of libraries. The magazine has its place, but it also has its limitations; and we should lead our children to understand that, after all, the vital and permanent literature is that preserved for them in good books. Let every child have his little bookcase in the nursery—or, better yet, a shelf in the library which he may call his own. Let him be encouraged to read good books and care for them. He will then come to feel the friendship with them which is the greatest joy of the literary life. A good book, presented to a child on each succeeding birthday—a book chosen wisely with respect to the child's tastes and abilities, but of sterling worth—will soon put him in possession of a library which will be a lasting source of strength and satisfaction. It is a mistake to think that the child must be continually supplied with fresh reading matter—that a book once read is finished. Indeed, the strong intellects of the last century are those which have been nourished in childhood upon a few good books—read and re-read until the thought and style became a part of the reader's permanent possession. Nor does a child lose interest in a good book after a single reading. What boy ever tired of 'Gulliver's Travels'?

"While nothing can quite take the place of the library in the home, the best substitute for it is the library in the school. Through this medium it is possible for good books to reach into the dark corners of society, and to open to children in homes of poverty and ignorance a vision of wider culture. The school library assumes the most important function of the parent when the parent is incompetent. It teaches the child through what means great and good men have become great and good; how honesty, purity, gentleness, and temperance sweeten and glorify a life. It sets before him ideals not impossible of attainment. It tells him the story of this old world of ours, opens his eyes to the wonders of nature, and demonstrates the goodness of God. Through the children, the parents feel the leavening influence. Men and women who have almost forgotten how to read, and who in their childhood never had good books, take up the volumes which their boys and girls bring home from school, and get a breath from the broader life which is thus opened to them. Surely there is reason enough for the establishment of a library in every school. Educational sentiment is alert upon this subject, and the growth of school libraries during the past decade is a hopeful sign not only of a healthier literary taste, but of a sounder morality in the men and women of the next generation."—Walter Taylor Field, in "The Dial," Chicago.

"We all read novels, we all profit by them. To supply them is a legitimate function of the public library, which is, in part, to furnish instruction through recreation and to cultivate the taste as well as the understanding.

"There is, however, a demand for fiction which I do not believe can legitimately be met by the public library. That is the demand for the latest new novel merely because it is the latest new novel. The free library can not supply the demand for current novels hot from the press. In professing to supply it, the library deludes the public, and reduces its capacity for services really serviceable. I believe that free libraries would gain in resources, and, in the end, in popular esteem, if they would agree to buy no current work of fiction until at least one year after the date of publication.

"They should, at the same time, make obvious their intention to buy the latest work in the arts and sciences as nearly as possible on the day of its publication."—Herbert Putnam, Librarian of Congress, U.S.A.

"The press, we are told, in this publishing season, groans under the mass of inferior novels. Novel-writing is an industry, and a gainful indus-

try, pursued by a multitude of people who have not a particle of genius for the delineation of life and character, but go about hunting up materials for sensation, and sometimes are taking up their abode in slums for that purpose. All this rubbish will find readers. It is impossible that such mental dissipation should not have its effect on mental health. The circulating libraries to which readers flock for novels are intellectual saloons. The consequences will probably be loss of hold on the realities of life, confusion of the moral standard, distaste for unromantic duties. But talking against a prevailing fashion is throwing straws against the wind. Some day even the novel-mill will give out, and we shall get back to the moderate enjoyment of fiction, the work of genuine writers, which will always be one of the charms and solaces of life."—A Bystander, "The Weekly Sun," Nov. 5, 1902.

V. Travelling Libraries.

In continuance of the policy of the Department in the establishment of Travelling Libraries for the newer parts of the Province, adopted in 1901, sets of books (50 in each) have been sent during the year to the following additional centres :

Ansonia, Blind River, Boucherville, Brennen, Cordova Mines, Creighton Mine, Doe Lake, Edgington, Goulais, Gilmour, Mowat, Parry Sound, Seguin Falls, Thessalon, Victoria Mines, Wabigoon, Whitefish.—Total 17.

Applications for Libraries are coming to the Department constantly, and letters have been received from residents of localities to which they have been sent stating that they have been much appreciated.

The following is a list of the books sent:

Case I.—Biography of a Grizzly, (Seton-Thompson); Captain Ravenshaw, (Stephens); The Earth and Sky, (Holden); Henry the Second, (Green); William the Conqueror, (Freeman); Henry the Fifth, (Church); Livingstone, (Hughes); Monk, (Corbett); Peterborough, (Stebbing); Stratford, (Traill); Sir Charles Napier, (Butler); Warren Hastings, (Lyall); Warwick, (Oman); The Caxtons, My Novel, 2 Vols., Pelham, Ranz, Last of the Barons, Harold, Last Days of Pompeii, Ernest Maltravers, Alice, The Parisians, A Strange Story, Night and Morning, What Will He Do With It, Lucretia, Eugene Aram, Goddolphin, Kenelm Chillingly, The Comming Race, Devereux, The Disowned, Paul Clifford, Pilgrims of the Rhine, (Lytton); Modern Painters, 3 Vols., (Ruskin); The Scarlet Letter, (Hawthorne); The Story of Oliver Twist, (Dickens); The Study of Breeds, (Shaw); To Herat and Cabul, (Henty); Burlesques, Christmas Books, Denis Duval, The Four Georges, Henry Esmond, Irish Sketch Book, Men's Wives, Paris Sketch Book, Roundabout Papers, Yellowplush Papers, (Thackeray).

Case J.—Arabian Nights Entertainment; The Antiquary, (Scott); Barnaby Rudge, Vol. 1 & 2, David Copperfield, Vol. 1 & 2, Dombey and Son, Vol. 1 & 2, Great Expectations, Martin Chuzzlewit, Vol. 1 & 2, Nicholas Nickleby, Vol. 1 & 2, No Thoroughfare, Pickwick Papers, Vol. 1 & 2, Tale of Two Cities, The Uncommercial Traveller, (Dickens); The Deemster, (Caine); Donovan, (Lyall); Drake, (Corbett); Dundonald, (Fortescue); Henry the Fifth, (Church); Livingstone, (Hughes); Peterborough, (Stebbing); Wolfe, (Bradley); Daniel Deronda, Vols. 1 2 3, Middlemarch, Vols. 1 2 3, Miscellaneous Essays, Romola, Vols. 1 2 3, Scenes of Clerical Life, Vols. 1 2, (Eliot); Lincoln in Story, (Pratt); The Little Manx Nation, (Caine); The Prince of the House of David, (Ingram); The Progress of the Century, (Wallace); Lord John Russell, (Reid); Sir Robert Peel, (McCarthy); Robinson Crusoe, (Defoe); Shadow of a Crime, (Caine); Swiss Family Robinson, (Wyss); Treasure Island, (Stevenson); Uncle Tom's Cabin, (Stowe); World of the Great Forest, (Du Chaillu).

Case K.—Adventures of Philip, (Thackeray); Black Rock, (Connor); Bonnie Prince Charlie, (Henty); Bride of Lammermoor, (Scott); Burlesques, (Thackeray); Condemned as a Nihilist, (Henty); Deeds that won the Empire, (Fitchett); Barnaby Rudge, Great Expectations, Little Dorrit, Oliver Twist, Our Mutual Friend, Vols. 1 2, (Dickens); Captain Cook, (Besant); Drake, (Corbett); Gordon, (Butler); Havelock, (Forbes); Lord Lawrence, (Temple); Monk, (Corbett); Nelson, (Laughton); English Caricature and Satire on Napoleon 1, (Ashton); A Fighter in Green, (Hayens); Fights for the Flag, (Fitchett); The Forge in the Forest, (Roberts); The Helmet of Navarre, (Runkle); The Hosts of the Lord, (Steel); In the Permanent Way, (Steel); Joan of Arc, (Tuckey); John Splendid, (Munro); The Little Manx Nation, (Caine); The Little Minister, (Barrie); Lord Roberts, (Grosier); The Naval Cadet, (Staples); Nicholas Minturn, (Holland); Old Mortality, (Scott); Pearl Dive (Staples); Pierre and His People, (Parker); Plain Tales from the Hills, (Kipling); Prisoners and Captives, (Merriman); Rob Roy, (Scott); The Sowers, (Merriman); Tales from Blackwood, Vol. III, IV, V, VI; Through The Sikh War, (Henty); To Have and To Hold, (Johnston); Treasure Island, (Stevenson); Wild Animals I have Known, (Seton-Thompson); Ye Mariners of England, (Hayens).

Case L.—Alice of Old Vincennes, (Thompson); Biographical Studies, (Bagehot); Cranford, (Gaskell); William Dampier, (Russell); Eight Years in Ceylon, (Baker); Felix Holt, (Eliot); The First Crossing of Greenland, (Nansen); History of Birds, (Stanley); The History of the Indian Mutiny, 6 volumes, (Kaye and Malleon); Marguerite De Roberval, (Marquis); Montrose, (Morris); Oliver Twist, (Dickens); The Solitary Summer; Tales from Blackwood, Vol. I, II, VII, VIII, IX, X, XI, XII; The Abbott, Anne of Grierstien, The Antiquary, The Betrothed, The Black Dwarf, Count Robert, The Fair Maid of Perth, The Fortunes of Nigel, Guy Mannering, The Heart of Mid-Lothian, Ivanhoe, Kennilworth, The Monastery, Old Mortality, The Pirate, Quentin Durward, Redgauntlet, St. Ronan's Well, The Surgeon's Daughter, The Talisman, Waverly, Woodstock, (Scott); The Duke of Wellington, (Gleig); Wulf the Saxon, (Henty).

Case M.—Alfred the Great, (Hughes); Annals of Switzerland, (Colton); Edward the First, (Tout); Henry the Seventh, (Gairdner); Peel, (Thursfield); Walpole, (Morley); French and English, (Hamerton); The Greville Memoirs, 8 vols., (Greville); Jane Eyre, (Bronte); Sir Henry Havelock, (Marshman); History of England from 1689, (Tout); Kennilworth, (Scott); Micah Clarke, (Doyle); Profits in Poultry; The Professor, (Bronte); Psychology, (James); Quentin Durward, (Scott); Rifle and Hound in Ceylon, (Baker); Scott's Poetical Works; Stalky & Co., (Kipling); Secrets of the Woods, (Long); Shirley, (Bronte); The Sky Pilot, (Connor); Stories by English Authors, (Payne); Tenant of Wildfell Hall, (Bronte); Westward Ho. (Kingsley); The Newcombes, Vol. I, II, Pendennis, Vol. I, II, Philip, Vol. I, II, Vanity Fair, Vol. I, II, The Virginians, Vol. I, II, (Thackeray); Treasure Island, (Stevenson); Via Crucis. (Crawford); Victor Emanuel, (Dicey); Villete, (Bronte); A Voyage in the Sunbeam, (Lady Brassey); When London Burned, (Henty); Wuthering Heights, (Bronte).

Case N.—Alexander the Great, (Wheeler); Allan Ramsay, (Smeaton); Aneroestes the Gaul, (Smith); American Notes, Bleak House, Vol. I, II, Christmas Stories, (Dickens); The Cavalier, (Cable); A Cathedral Courtship, (Wiggin); The Deerslayer, (Cooper); The French Revolution, Vol. I, II, (Carlyle); The Four Georges, Vol. I, II, III, IV, (McCarthy); Charles George Gordon, (Butler); Impressions of South Africa, (Bryce); James Thomson, (Bayne); Kate Bonnet, (Stockton); In Kedar's Tents, (Merriman); The King's Mirror, (Hope); Les Miserables, Vol. I, II, III, IV, V, (Victor Hugo); The Last of the Mohicans, (Cooper); Mark Everard, (Magee); Mongo Park, (MacLachlan); No. 5 John Street, (Whiteing); On the Face of the Waters, (Steel); The Opium Eater, (De Quincy); Pembroke, (Wilkins); The Pioneers, (Cooper); The Playground of Europe, (Stephen); The Rise of the Dutch Republic, Vol. I, II, III, (Motley); Sir Walter Scott, (Saintsbury); Tales of the Punjab, (Steel); Tobias Smollett, (Smeaton); Tom Burke of 'Ours', (Lever); Tommy and Grixel, (Barrie); Through Armenia on Horseback, (Hepworth); The Virginians, (Thackeray); Voodoo Tales, (Owen); Washington in Lincoln's Time, (Brooks); The Wrong Box, (Stevenson); When Valmond came to Pontiac, (Parker).

Case O.—Bleak House, Christmas Stories, Dombey and Son, History of England, Great Expectations, Pickwick Papers, A Tale of Two Cities, (Dickens); David Livingstone, (MacLachlan); Pollok and Aytoun, (Masson); R. Louis Stevenson, (Black); Sir James Y. Simpson, (Simpson); Sir William Wallace, (Muirson); Sir David Wilkie, (Pinnington); Gloria Mundi, (Frederic); Grandfather's Tales, (Creecey); The Honourable Peter Stirling, (Ford); In the Grip of the Spaniard, (Haynes); The Man from Glangarry, (Connor); Montcalm and Wolfe, Vol. I, II, (Parkman); Neil MacLeod, (Lyall); Notes for Hunting Men, (MacKenzie); The Owl's Nest, (Marlett); Penelope's Irish Experiences, (Wiggin); Poems, Vol I, (Eliot); Short Studies on Great Subjects, Vol. I, II, III, IV, (Froude); Some Women I have Known, (Maartens); The Story of my Life and Work, (Washington); The Story of my Life, Vol. I, II, (Temple); The Sunny Side of Christianity, (Parkhurst); The Translation of a Savage, (Parker); The Trespasser, (Parker); Quentin Durward, St. Ronan's Well, Redgauntlet, Betrothed, The Talisman, Woodstock, The Fair Maid of Perth, Anne of Geierstein, The Surgeon's Daughter, (Scott); Westward Ho! (Kingsley); Wild Flowers, How to know them, (Dana); With Shield and Assegai, (Brereton); The World Beautiful in Books, (Whiting); Young Mistle, (Merriman).

Case P.—Agriculture, (James); Principles of Agriculture, (Bailey); Barrack-Room Ballads, (Kipling); The Day's Work, (Kipling); Curiosity Shop, Hard Times, Martin Chuzzlewit, Our Mutual Friend, Nicholas Nickleby, (Dickens); Life and Letters of George Eliot, Vol. I, II, III, Mill on the Floss, Vol. I, II, Silas Mariner, (Eliot); Ernest Maltravers, (Lytton); George Buchanan, (Wallace); Thomas Carlyle, (Macpherson); Richard Cameron, (Herkless); Thomas Campbell, (Hadden); Thomas Chalmers, (Blakie); William Dunbar, (Smeaton); The Eskines, (MacEwen); James F. Ferrier, (Haldane); Adam Smith, (Macpherson); The Balladists, (Geddie); Journals of the Reigns of George IV and William IV, Vol. I, II, III, (Greville); The House Divided, (Watson); How England Saved Europe, Vol. I, II, III, IV, (Fitchett); Howitt's Visits to Remarkable Places, (Howitt); John Halifax, Gentleman, (Mulock); Lamb's Essay's, (Lamb); The Old Regime in Canada, (Parkman); Prisoners of the Sea, (Kingsley); Pierre and His People, The Right of Way, (Parker); The Redemption of David Corson, (Goss); Red Rock, (Page). Richard Carvel, (Churchill); Some Experiences of an Irish R. M., (Somerville and Ross); St. Ives, (Stevenson); The Antiquary, Anne of Geierstein, The Fortunes of Nigel, The Monastery, (Scott); When Valmond came to Pontiac.

Case Q.—Calumet "K", (Webster); Barnaby Rudge, Vol. I, II, Child's History of England, Dombey and Son, Vol. I, II, Little Dorrit, Vol. I, II, (Dickens); Essays, (Lamb); Academic Gregories, (Stewart); David Hume, (Calderwood); Fletcher of Saltoun, (Omond); James Boswell, (Leask); Robert Burns, (Satoun); Thomas Guthrie, (Smeaton); Folk Tales of Napoleon, (Kennan); History of England to 1509, (Powell); Jane Eyre, (Bronte); John Halifax, Gentleman, (Mulock); Kate Bonnet, (Stockton); Light Science for Leisure Hours, (Proctor); Mary Barton, (Caskell);

Memoirs of Sherlock Holmes, (Doyle); On the Face of the Waters, (Steel); Uncle Tom's Cabin, (Stowe); Wives and Daughters, (Gaskell).

French Books.—Euvres, Vol. I, II, (De Beranger); Atala, Les Natchez, Vol. I, II, (De Chateaubriand); Contes Du Lundi, Jack, Lettres De MonMoulin, Le Petit Chose, Port Tarascon, Tartarin De Tarascon, Tartarin Sur Les Alpes, (Daudet); Grazeilla, Jocelyn, (De Lamartine); Contes De La Montagne, (Erckmann-Chatrian); De La Terre A La Lune, Les Voyageurs du XIX Siecle, Vol. I, II, Vingt Mille Lieues Sous les Mers, Vol. I, II, (Verne); Paul et Virginie, (De Saint-Pierre); Consuelo, Vol. I, II, III, (Sand).

Case R.—Anglo Saxon Superiority, (Demolins); At the Point of the Bayonet, (Henty); Bob, Son of Battle, (Olivant); The Bravest of the Brave, (Henty); The Crisis, (Churchill); David Copperfield, (Dickens); David Harum, (Westcott); Eben Holden, (Bacheller); W. E. Gladstone, (Russell); Gordon, (Butler); The Golden Dog, (Kirby); The Habitant, (Drummond); Hans Brinker, (Dodge); Ivanhoe, (Scott); Janice Meredith, (Ford); The Jungle Book, (Kipling); Kenilworth, (Scott); King Robert the Bruce, (Murison); The Man from Glengarry, (Connor); The Old Regime in Canada, (Parkman); The Pomp of the Laviettes, (Parker); The Rifle and Hound in Ceylon, (Butler); The Right of Way, (Parker); The Sky Pilot, (Conner); Sport with Gun and Rod, (Mayer); Stalky & Co. (Kipling); The Students English Dictionary, (Ogilvie and Annandale); The Translation of a Savage, (Parker); Treasure Island, (Stevenson); A Voyage in the Sunbeam, (Lady Brassey); Waverley, (Scott); With Wolfe in Canada, (Henty); Wreck of the Grosvenor, (Russell);

French Books.—Consuelo, Vol. I, II, III, (Sand); De La Terre A La Lune, (Verne); Eugenie Grandet, (Balzac); Jocelyn, (De Lamartine); La Cousin Bette, Le Cure De Village, (Balzac); Les Miserables, (Victor Hugo); Le Tour Du Monde, Michel Strogoff, Vol. I, II, (Verne); Tartarin De Tarascon, (Daudet); Vingt Mille Lieues Sous Les Mers, Voyage Au Centre de la Terre, (Verne).

Case S.—Adam Bede, (Eliot); Autocrat of the Breakfast Table, (Holmes); Bismarck at Home, (Hoche); Black Dwarf, (Scott); Cardinal's Snuff Box, (Harland); Cast up by the Sea, (Baker); The Cat of Bubastes, (Henty); The Cavalier, (Cable); The Choir Invisible, (Allen); Christmas Books, (Dickens); The Creator and the Creature, (Faber); The Crisis, (Churchill); The Day's Work, (Kipling); D'ri and I, (Baeheller); Elizabeth and her German Garden; The Falcon on the Baltic, (Knight); The False Chevalier, (Lighthall); Frederick the Great, (Brackenbury); The Fortunes of Nigel, (Scott); Guy Mannerling, (Scott); The Hosts of the Lord, (Steel); Jesuits in North America, (Parkman); John Knox, (Innes); John March, Southerner, (Cable); The Man from Glengarry, (Connor); Many Inventions, (Kipling); The Old Regime in Canada (Parkman); On Hero and Hero-Worship, (Carlyle); Pictures from Italy, (Dickens); Readers,—Animals on Strike, Nature's Wonders, (Carrington); Robert Ferguson, (Grosart); Sir John Franklin, (Beesley); Treasure Island, (Stevenson); The Tresspasser, (Parker); To Have and to Hold, (Johnston); Where the Sugar Maple Grows, (Tesky); Public School Geography; Webster's Dictionary.

French Books.—Le Cure De Village, Le Cousin Pons, Le Medecin De Campagne, (De Balzac); Les Martyne, Vol. I, II, (De Chateaubriand); Jack, Le Petit Chose, Tartarin Sur Les Alpes, (Daudet); Les Miserables, (Victor Hugo); Paul at Virginie, (De Saint-Pierre); L'lle A Helice, Vol. I, II, (Verne).

VI. Centralized Rural Schools.

During the past five or six years much attention has been given to the problem of improving our rural schools. Valuable work has already been done in drawing public attention to this question and in giving information concerning the efforts in many of the Northern States looking towards its solution. It is claimed that the centralization of township schools has done much towards removing their most serious defects. The great interest in this movement already felt throughout our Province will, no doubt, be stimulated by a perusal of the accompanying citations from various educational journals and reports. Already steps are being taken to test its applicability and value in Ontario. Sir William Macdonald, with his characteristic public spirit and large-heartedness, has undertaken to erect, equip, and assist in maintaining for three years a "consolidated" or "centralized" school in some suitable locality. The experiment will be watched with great interest, and it is to be hoped that a success commensurate with the magnanimity of the donor will be attained.

From the New York School Journal: "During the last decade nearly all the Northern States, from Maine and Massachusetts through to Minnesota, have adopted the plan of centralizing rural schools to a greater or less extent, as a means of improving rural schools.

"Massachusetts was the pioneer by many years, and has very definite legislation on the subject. Pennsylvania newspapers are filled with enthusiasm over the prospect of an early State management of the new system.

Ohio has long since carried her Kingsville centralized school far beyond the pale of experiment, and made it of national repute. Indiana and Illinois superintendents are making pilgrimages to Ohio's Mecca, the school at Kingsville, to inspect its workings; and far-off Wisconsin writes to Florida seeking Duval County's experience and mode of operating the transportation system connected with her centralization of rural schools during the last four years.

"There were, six years ago, in Duval County, forty-five rural schools of one teacher each, for white children, established by former administrations. The work of these schools in general was so unsatisfactory and the per capita of expense ran so high in many of them, that the present administration determined to reduce the number to fifteen schools of three teachers each,

"In choosing sites for the centralized schools, the ones having the greatest number of school children within a radius of one and a half miles have been preferred. Five of these schools are now in operation, each accommodating the children of about sixty to one hundred square miles of territory.

"Others will be planned and established as rapidly as funds will permit. The concentration of the children into these new schools is accomplished by means of wagonettes, specially designed for the purpose, and provided by the Board of Public Instruction at public expense. They are of such capacity as to carry eight, ten, twelve, fourteen, sixteen, eighteen and twenty pupils respectively, and cost from \$70 to \$100 each.

"Twenty-seven of these comfortable vehicles are now running, at an average cost of \$23.50 per month each.

"These twenty-seven conveyances enable us to close twenty-four of the old one-teacher schools, the current cost of which had previously been not less than \$45.50 per month for each.

"Hence the transportation system now in operation produces a current saving of \$462 per month over the old method.

"Taking from this \$225, the increase in salaries for eight assistants at the centralized schools, and there is still left a net saving of \$237 per month which will pay for twenty wagonettes annually if the term be only six months.

"Financially, therefore, transportation in Duval County is a very decided success."

Centralized Schools of Ohio.

"Principal Professor Morrison, of Perry, Lake County, is a pioneer in the matter of centralization. He says that it is no longer an experiment, that the new movement is the logical solution of the country school problem, and that centralization of districts, with transportation of pupils, has come to stay. It gives much better schools with but a slight, if any, increase in the cost to the township. The opposition to the plan has long since died out. This was the testimony at every place we visited. At North Madison three wagons are used. One of these carries all the children from one district, about twenty in number. The route is five miles long. That is to say, starting at the first home to pick up a child, until he arrived at the central school is five miles. Then he drives back home after delivering the children, thus covering ten miles in the morning. Of course, he travelled the same ground after school, thus making twenty miles in all. He got \$1.20 a day for his work. We asked him if he made any money at it. He said he did, as he was working a small farm that did not require all the time and labour of himself and team. We asked him if he had any

trouble with the children, and he replied, none. He said he was employed by the township board of education, who put him under bond to be careful with the children, to have a safe team, to provide a suitable wagon, covered and provided with curtains, and containing soapstones and lap robes for the severest weather. We asked what objections the parents along the route had to the new plan. His reply was that the only objection was on the part of two or three at the beginning of the route, as they had to get their children ready somewhat earlier than they used to when they went to the district school. Of course, the children must be ready when the wagon came. He aimed to start at 7.30, and arrive at the building not later than 8.45. Thus, there were no children tardy; none came with wet feet or clothing; the attendance was greatly increased, and much more regular. The driver believed the movement had come to stay; that the people would not consent to go back to the old way.

"Kingsville, Ohio, is a small village, with a township high school. To this school are brought all the children of the township, with the exception of two districts. Four wagons are used, at a cost of \$20, \$25, \$24 and \$28 per month, respectively, for a month of twenty days. The school year is nine months. Five teachers are employed in the building. There is an actual saving in the total cost to the township under the new plan; and while money is expended for transportation of pupils, it is more than saved in the fewer number of schools operated. And, as to the increased efficiency of the new centralized school over the scattered schools, that is beyond a question of doubt.

"It was here that the Ohio plan of centralization had its origin in 1892. The erection of a new building in one of the districts of Kingsville Township brought up the question whether or not it would be better to abandon the school in that district and take the children to the village school at the general expense. In this first case of consolidation in Ohio the schools were centralized at the village school, a village situated about a mile and a half from the railroad. The results, educationally, in the small districts are far from satisfactory."—Supt. O. J. Kern, Rockford, Ill.

In 1899 this appeared in one of the magazines:

"The residents of the sub-districts of Kingsville Township, which have adopted this plan, would deem it a retrogression to go back to the old sub-district plan. It has given the school system of Kingsville an individuality which makes it unique and progressive. Pupils from every part of the Township enjoy a graded school education, whether they live in the most remote corner of the Township or at the very doors of the central school. The line between the country-bred and the village-bred youth is blotted out. They study the same books, are competitors for the same honors, and engage in the same sports and pastimes. This mingling of the pupils from the sub-districts and the village has had a deepening and broadening influence on the former, without any disadvantage to the latter. With the grading of the school, and the larger number of pupils, have come teachers of a more highly educated class. Higher branches of study are taught; the teachers are more conversant with the needs of their profession. The salaries are higher; the health of the pupils is preserved, because they are not compelled to walk to school in slush, snow and rain, to sit with damp, and perhaps wet feet, in ill-ventilated buildings. Nor is there any lounging by the wayside. As the use of indecent and obscene language is prohibited in the wagons, all opportunities for quarreling or improper conduct on the way to and from school are removed. The attendance is larger, and, in the sub-districts which have taken advantage of the plan, it has increased from 50 to 150 per cent. in some cases; truancy is unknown. It has length-

ened the school years for a number of the sub-districts; it has increased the demands for farms in those sub-districts which have adopted the plan, and real estate therein is reported more saleable. The drivers act as daily mail carriers. All parts of the Township have been brought into closer touch and sympathy. The cost of maintenance is less than that of the schools under the sub-district plan; the Township has had no school-houses to build; it has paid less for repairs and fuel. Since the schools were consolidated the incidental expenses have decreased from \$800 to \$1,100 per year to from \$100 to \$600 per year. In the first three years following its adoption, Kingsville Township actually saved \$1,000."

The following description of the country schools of Ohio has been kindly supplied by Mr. G. A. Hubbell, of Erasmus Hall High School, Brooklyn, who himself taught for four years in the county schools of Ohio, and only three years ago spent some two months in visiting Ohio schools, a considerable amount of the time being spent in visiting country schools.

"Ohio, one of the United States, has an area of 41,060 square miles. The State has 88 divisions, called counties, not uniform in size.

"Greene County, Ohio, has an area of 450 square miles, and is divided into twelve townships. Beaver creek Township has an area of 50 square miles. It is esteemed for the culture and enterprise of its inhabitants, many of whom own the farms on which they live. This township has no towns or cities, and but two small villages or hamlets. The township has been divided into thirteen school districts, giving about four square miles to each; near the centre of each tract of four square miles is located a neat and substantial brick building of one room, capable of seating, in single or double seats, from 30 to 40 pupils. The school begins in September, and continues for a period of eight and one-half months. It is taught by one teacher, who gives instruction in the subjects required by law, viz., reading, writing, spelling, arithmetic, geography, grammar, history of the United States and physiology. The pupil attends school from 6 to 14 years of age, or until he has completed the studies of the eight grades into which the work is divided. Whenever possible, class instruction is given, but, of necessity where the classes are small, much of the instruction must be individual. Here, as elsewhere, the teacher is the soul of the school, and it must be said that, as a rule, the teaching is good, and the students who leave this school make useful and self-respecting citizens. Many of the students desire to pursue their studies further, and for such there is provided a Township High School, free to all students in the township who have finished the work of the district schools mentioned above.

"The High School building is located near the centre of Beaver creek Township, and is reached, over good roads with horse and carriage, from any part of the township in less than an hour's drive. The school building stands in a healthful grove, and on the grounds are stables and sheds, affording ample shelter for the horses and carriages until the students shall need these for their return home in the evening.

"The High School has an excellent course of four years. Instruction is given by a head teacher and his assistant. The head teacher is also superintendent of the district schools, and, with the teacher of each school, determines the promotion of all students from that school.

"The High School has a well-selected library, which is used extensively by the students and by patrons of the school throughout the township. There is also considerable apparatus for experimental work in physics. Every student in geology is required to make a collection of minerals and soils from the rich deposits afforded by the drift, which covers this part of the State.

"It has seemed best to describe rather fully the country schools of a township where the graded system has been conducted under supervision with gratifying results. Although little more than a fourth of the State has township supervision, and the graded schools only are found under supervision, it is safe to say that a country school in charge of a strong, competent, and energetic man or woman, does wonders for its students, and there are hundreds of such schools in Ohio. The teacher studies every child with care, and, with a knowledge of his home surroundings, he strives to rouse him to the highest ideals and efforts of which he is capable.

"Ohio has many small colleges, and the first thought of the teacher is to turn the eyes of his students towards one of these. Growth in character and in power is made an individual matter, and many a man now holding a position of trust and honour in political life is proud to trace his first inspiration to the rural home or the rural school. Many an educator can trace his line of ascent back through German or American Universities down to the small, but important, beginning in the country school. I do not claim that all country schools are good, but I do claim that many a one is blessed with a teacher whose personality is an effective agency in inspiring the student to seek high scholarship and sound character."

"Abolition of small sections.

"The small, weak school section, less than four miles in diameter, is now not allowed by law to be put on the poor list if it can be geographically attached, in part or otherwise, to existing school sections. Sections which neglect to provide a teacher should, also, if possible, be annexed to existing sections.

"The weakening of sections with the consent of the well-meaning Boards of District School Commissioners, has reduced the remuneration of teachers in many communities to a farce. Teachers are actually offered salaries less than \$20 a month, while the young lads of the section can walk off unlettered to drive a team or trim coal at from \$30 to \$75 a month. The grand and only fundamental defect in our educational system is the small salaries which the small-minded and untutored freemen of the majority of our rural school sections have got into the habit of voting.

"It is hard in many places to raise salaries sufficient to attract a teacher who has capacity beyond that necessary for a teamster; but when in such a poor district the school section is allowed to be cut down smaller than the minimum found by experience everywhere to be compatible with the attendance of pupils, the educational authorities sanctioning or abetting such changes can also be held responsible for what is worse than folly.

"It is gratifying to find so many of such school sections being absorbed from year to year in the more civilized portions of the Province; and the credit appears to be mainly due to the often thankless efforts of our energetic and invaluable School Inspectors. May their influence yearly increase."—*Journal of Education, Nova Scotia.*

"From the inception of the State control of primary education in Victoria, it has been the endeavour of the Government to provide educational facilities to all children between the ages of 6 and 13 years, but, as the minimum cost (excluding buildings) at which a school can be maintained in this State is about £100, the rule has been laid down that no new school shall be opened which cannot maintain a probable average attendance of fifteen pupils. If an attendance of twenty pupils can be secured, a full-time school is generally established, but otherwise a part-time school is established whenever possible. . . . In the smallest class of schools it is the

practice for the parents of the children to erect a room which the Education Department lease at a small rental.

"In certain cases, allowances for the conveyance of children to State schools may be granted. As a matter of economy, the Department has had to close many of the smaller schools, and in lieu thereof to grant conveyance allowance. . . . In some instances also it has been considered more economical to convey children in a new district to an existing school than to open a new school. On one occasion, the Minister of Education for the time being issued an order that conveyance allowance was to be granted to any children who lived beyond the school distance prescribed in the Education Act, viz., 3 miles, but the applications were so numerous that it was found that the funds at the disposal of the Department were quite inadequate to provide for such payments, and so the order was countermanded.

"When a school has been established it is the practice to keep it open as long as possible, even though the attendance may have been considerably reduced. Thus, out of a total of about 2,000 schools in the State, there are 29 with an average attendance of under 10 pupils, and 279 with an average attendance of 10 to 15 pupils.

"I may mention that this Department has always insisted on the same standard of attainment in its country schools as in those of the cities. In this respect, Victoria is somewhat different from other Australian States, in which a system of provisional schools with a more meagre curriculum exists."

Sir John Gorst is reported to have said in the Imperial Parliament:

"There is another thing on which money is spent, and that is in getting children to school. School Boards have no power to do that. There are many country places where the best way of getting the children to school is to send a waggon round. Money is actually so spent at the present moment, and I never heard of any objection being taken to it by anybody. I never heard of any auditor objecting. I should be very sorry if this Bill should in any way interfere with so laudable an expenditure."

VII. Improved Conditions for Farmers.

For several years the rush from the farm to large centres of population has been noticeable in all civilized countries. The social and political problems, which this tendency brings forward for solution, have engaged much attention. Many persons have watched with alarm the manner in which urban populations have increased at the expense of that of the country. Doubtless the introduction of machinery in farming operations, and the rapid growth of large manufacturing industries, have had much to do with the changed conditions. It must, however, be admitted that the desire to escape the hardships and isolation which have been a part of rural life in the past, has had much to do with the exodus from the country to the city. It must be admitted, however, that all the advantages are not in favor of city life. As a consequence, we find in large cities special efforts made by well-to-do families to live in the country for a portion of the year. The development of electric railways and other means of transportation has aided in checking the congested condition in centres of great population. It is satisfactory to know that the conditions of life for farmers are likely to be largely improved by important industrial and social developments. Education, if properly directed, may accomplish much. The isolation and loneliness of farm life may be ameliorated to some extent by improved methods of mail delivery. This will induce persons in the country to patron-

ize more fully daily newspapers and magazines and other periodicals. It is not too much to suppose that, in addition to better rural delivery of the mails, the time may come when the farm telephone will be extensively used. There are, however, certain movements of an educational character which are now available and from which very beneficial results may follow. Among these may be classed Travelling Libraries and Rural School Libraries. The former have already proved to be very welcome visitors to the new and sparsely settled portions of the Province. Much more, however, may be expected from School Libraries, which, it is hoped, will soon find their place in every section of Ontario. It would be a pity if the youth of our country should be deprived of any of the advantages coming from the reading habit. Perhaps no expenditure of public money will do more good than that employed in procuring books for the children brought up in rural districts. From the interest taken by the public in this movement, and especially from the enthusiasm displayed by inspectors and teachers, the success of the movement for School Libraries is well assured.

The consolidation of country schools is another important educational problem. Heretofore it has been necessary to send the more ambitious children whose parents can afford the cost to the High School in town after they have passed the Entrance examination. The advantages of High School education has often become a strong incentive to the farmer to leave the country and to move to city or town in order that his children might receive good educational advantages. The growth of Continuation Classes has been a marked feature of educational development of late years. There is still a lack of opportunity for many children, and this defect may well be obviated by a consolidation of country schools. If the consolidation of schools in a township were to become general, three teachers would be found capable of performing the work formerly attended to by four, and the children would have the advantages of a graded school. The experience in Kansas, Indiana, Ohio, and especially in the Eastern States, warrants this Province in taking advantage of the provisions of the Public Schools Act towards the consolidation of schools in rural districts.

With increased knowledge and intelligence, it will follow, as has already been noticed, that farmers put more of science into their work. The work of the agriculturist becomes lighter on account of improved machinery. The heavy house work, which often falls to the lot of the farmer's wife, may be alleviated in many ways. No doubt there will always be a certain flow of population from the country to the city. This, in itself, has some advantages. The city needs that strength and vitality which the country boy possesses; but the excessive exodus from the farm to the city may be largely prevented if every reasonable step is taken for lessening the hardships of the farmer and alleviating the conditions that arise from isolation.

VIII.—Moral Training.

I might be regarded as stating something commonplace were I to state that the most important work of our schools is the development of character. The laudable rage for knowledge has, however, too often caused moral training to be slighted. Moral growth doubtless calls for intellectual progress, but the fact should never be lost sight of that the mere acquisition of knowledge is not the highest aim of the student. Perhaps the rapidity with which intellectual power has during the last century supplanted physical force, has sometimes unduly magnified the value of mere learning. It would be idle in the face of what is constantly brought to the public gaze by means of the press, to deny the urgent need of increased attention to moral

training. At the same time, there ought to be little difficulty in meeting the contentions of the pessimist, who fails to recognize the great improvement made in the general morality of the children attending our Public Schools. It is also only fair to give the teacher full credit for what he has accomplished, and to be prepared to show what a powerful agency the school may be made in moral advancement. The school has, undoubtedly, its responsibilities, as well as all other educational agencies, but the imputation that the school is greatly at fault is very unjust. Too often the imperfections of the school are made solely responsible for the evils of society.

It should never be forgotten that the most important requisite of moral training is a teacher of high moral character; and to secure better teachers, higher qualifications must be exacted. Children naturally look to the teacher for guidance, and if they find him actuated by a spirit of truthfulness, industry and courtesy, the disposition to imitate will soon show itself. As is so often said, the scholars need models rather than critics. The teacher, to have the best moral influence, must also be successful in the discharge of his duties. If he is master of his profession, the children are readily trained to habits of punctuality and regularity; and in the present age when so much work is done by machinery, the value of both punctuality and regularity can scarcely be over-estimated. The silence which a good teacher cultivates, forms habits of incalculable value in carrying out those complex arrangements to be found in modern industrial enterprises. The pupil who is properly trained, readily understands the duties he owes to himself, and the value of correct habits, constant self-culture, and habits of thrift become part of his character. Indeed, it has been well said that what distinguishes the educated man from the uneducated one, is that the former has learned to think while the latter has not. The well-trained child learns to recognize the rights of others, and forms habits of modesty, decorum, respect for public opinion, magnanimity, etc. Courtesy is one of the most valuable features of character to receive attention in the school. The opportunities for cultivating this habit are constantly occurring. The well-trained pupil forms correct opinions of justice and respect for law. Pupils trained to have regard for the rules of the school and the rights of their fellow-pupils, seldom become lawless, and generally take their place as useful citizens. Lax discipline in the school lowers the moral character of pupils. Indeed, the best teacher is the one who is the best disciplinarian—using the word discipline in its highest and best sense.

Regarding moral instruction in our schools, State Superintendent Chas. R. Skinner, Albany, N.Y., says:

“At a recent educational gathering, the statement was made by one who claimed to be an educator, that morality cannot be taught in our Public Schools. The only inference to be drawn from this statement is that morality cannot be taught apart from religion. I am enough of an optimist to believe that this is a narrow and unjust conception of the purpose and power of our Public Schools. Education should be made compatible with and inseparable from morality, and our schools are the recognized and legitimate agents to make this a fact.

“Every consideration of good policy, of healthy social condition, points to the necessity on the part of our schools of giving more careful attention to the inculcation of morality in our youth, a moral training which will control and regulate conduct everywhere—in the home, in the school, on the street. The overwhelming testimony of strong leaders in education to-day justifies this demand, and rebukes the theory that the Public School is powerless to give this instruction. Overwhelming public opinion demands moral instruction.

"Every true life must be guided by moral principle. Behind every well-rounded education must be a background of rugged morality. We cannot ask our teachers to give religious instruction, but we have a right to insist that they shall recognize the underlying principle of morality as a guiding force in life. The moment we admit that morality has no place in the school, and that religious training must be substituted, we introduce a most dangerous element in our system of public instruction.

"Morality is a fundamental part of all religion. A man may be moral without being religious, but he cannot be truly religious without being moral. To teach morality in our schools is to teach the mighty difference between right and wrong, the advantage of always doing the right thing, that honesty is always the best rule of conduct. It is to teach unselfishness, reverence for authority, respect for the rights and opinions of others, good conduct, good manners, courtesy (always the outward and visible sign of other admirable qualities), a taste for good reading, pure thoughts, generous actions, reverence for the Sabbath, for nature and her children, birds and flowers, and animals.

* * * * *

"Formerly we relied chiefly upon the home and church to train our youth along ethical and moral lines, the recognized province of the schools being to give intellectual training and, incidentally, to supplement the work of the other two agencies, rather than to undertake the initiative. But there seems to be a continual transition in progress, by which the former functions of church and home—as related to moral and ethical training—have more and more devolved upon the schools. However such a change in conditions may be explained, the fact stares us in the face, and if our schools remain true to their traditions, must be neither ignored nor slighted. Instead, we must, with renewed vigor and greater acumen, prepare to meet the demand which the public makes, and shape our action to the growing necessity of public school training along intellectual, moral and ethical lines. That our schools have so far responded nobly to the demand, I know, and that their work in the last two fields has been of greatest value to the state may not be disputed by any at all familiar with present conditions. That they will continue to improve their work along these lines is undoubted, and our duty to-day is to consider how the most satisfactory and helpful results may be obtained with the force and resources at our command.

"The question of moral training admits of but one answer as to its desirability or its necessity. The truth is forced home upon us that intellectual training, unless balanced by good morals, is liable to become a danger to society and to our institutions. But true morality is the basis of religious teaching, and, while the task of giving moral training without running counter to sectarian prejudices may seem delicate and difficult, yet even here, success has crowned the efforts of conscientious and intelligent teachers, and the ever-growing sympathy and devotion to duty of our teaching force may be relied upon to inculcate good morals in our youth in a manner satisfactory to the reasonable demands of the patrons of our schools. The work requires tact, skill, sympathy, and the spirit of a true moral nature, well-balanced judgment, and freedom from personal prejudice."

IX. Nature Study.

One part of the moral and civic training given in the country schools has been noticed in connection with the efforts on the part of Cornell University and the New York State Superintendent of Public Instruction to

introduce nature study into these schools of such a kind as to create a love for the country and country life. The method of conducting this work was described by Professor Bailey, of Cornell University, in an appendix to a report on rural schools presented by a committee of the National Educational Association in 1897 :

"The plan of effort in this teaching was to visit two schools during the day, one in the forenoon and one in the afternoon. The arrangements were made in advance with the school commissioners or the trustees, and the fact that the speakers were to be at the school-house was ordinarily announced some days in advance so that parents and friends could visit the school at that time if they chose. The teacher was in every case willing to omit the regular exercises for an hour or two, in order that our instructors might take up the work of object teaching with the children. The motive in this work was to find out just how the pupils could be reached by means of object-lesson teaching, and just how much interest they would be likely to manifest in agricultural matters, in case it were ever found to be desirable to introduce such teaching as a part of the district school work. The instructor would first explain the reason for his coming. He then ordinarily took up some simple object lesson. It might be, in one place, a stalk of corn which he had in his hand, and the process of growth of which he would explain from seed to harvest; it might be, in another case, the germination of a bean or a pumpkin seed; it might be, in another case, the habits or structure of a potato bug or some other insect; it might be, again, the reasons why there were knots and knot-holes in the wood-work in the school-house; it might be a very elementary talk upon the different plant foods which are in the soil; it might be, in other cases, a very brief sketch, with charts, of some fungus; and so on. These exercises were uniformly well received by both the pupils and the teachers, and this work has, I think, awakened more inspiration in the minds of our instructors than any other attempt which we have yet made to reach the people. The teachers in the schools have, without exception, expressed themselves as willing and desirous of taking up some such simple exercises as a rest for the pupils two or three times a week, if only they themselves could be instructed in the proper methods of carrying on the work. In order to afford this instruction to the teachers, we are now proposing to issue a series of experimental leaflets on object lessons, and place these in the hands of the teachers. (A great number of these have since been printed, and are eminently usable).

"There is no doubt of the necessity for work of this kind with the children. The love or antipathy of the farm is engendered at a very early age in the minds of the young. This has been demonstrated in these October meetings, when we have asked those children who live on farms and who still desire to do so to raise their hands, and we almost uniformly find that the number who desire to live on farms is far less than those who actually do live on them. With these children, ranging from six to fifteen years of age, the question of pecuniary profits upon the farm has appealed very little, but they are influenced directly by the environments under which they are living. These environments must be improved; and, if they are, there is every reason to expect that children will love the country better than the city. We have thought, therefore, that it is eminently worth while to instil the love of nature and the knowledge of a multitude of living things into the minds of the children. An important question here arises. What is to be the future of our rural schools and of the agriculture of the State if the present generation, as seems so clearly indicated, is not satisfied with rural life, and feels no interest in maintaining or contributing to the agricultural and educational interests of the State? While many more

rural school-houses must become deserted, there are thousands of children already in our cities who are deprived of school advantages because adequate room does not exist for them to get into the schools of the city. The further problem also arises of the difficult economic questions to be met in our cities as the result of congestion of population. The standard of teaching has been much improved in New York State. It has been gratifying to meet so universally teachers who are not only well qualified, but who are doing excellent work in their schools, and who have the true teaching spirit. Our educational forces are thoroughly efficient and well equipped, but there is a need of different application of our school work in rural districts. The life of the district needs to be changed, and it can in no way be so effectively done as through our schools."

In a further supplement of the same report, the late Colonel F. W. Parker writes upon the "Farm as a Centre of Interest." He sketches the actual experience of a farm boy in New England—"an ordinary child, such as you may meet anywhere in this world of ours," and the insight into various branches of knowledge which he gained. He studied geography, observing hills, valleys, springs, swamps, and the brooks running through the old farm; he knew, in an elementary way, the nature of the soils; he knew all the kinds of grasses, the weeds, and the flowers, the trees, and the different kinds of timber; the animal life of the farm was very close to him, the wild animals and the birds. "His ploughing, hoeing, haying, digging, chopping, lumbering, his mending of sleds, and making of cider, sugar, lye, and soap, were all so many practical lessons in life which exercised his body, stimulated his mind, and strengthened and developed his purpose in life.

"He lived to become a school-teacher, and taught school earnestly and bunglingly for twenty years before he had even a suspicion of the value of his farm life and farm work."

In the same connection, a sectional report was drawn up having reference to the enrichment of rural school courses by including subjects drawn from the environment and from the life of the pupils. The postulates upon which this special report was based were: That children should be taught to gather culture, knowledge, and inspiration from everything with which they come in contact; that the study of the environment is especially effective in discipline and inspiration, since it is tangible, vivid and impressive; that it serves as a bond between the out-of-school and the in-school life; that in time it will create a bond of sympathy between the parents and the school. "We assume that a school, to be a true rural school, must take tone and colour from rural surroundings, and must contribute directly to the enrichment and inspiration of rural life. We believe that this will aid in giving meaning and attractiveness to life in the country." Studies of the landscape, hills and valleys, streams and soils, in relation to the location of dwelling-houses, roads, villages, social and civil life of the people; vegetation; studies of plant life, animal life, and atmospheric phenomena, were indicated as specially appropriate to country schools; yet not so as to narrow down the course to the study of the near and the familiar. As the report elsewhere says:

"The course of study of the elementary school, whether urban or rural, should contain those branches which give the child an insight into the physical world and the means of conquering it for human uses, and also an insight into human nature and the motives that control the actions of men. The child should, above all, be taught how to combine with his fellows to secure reasonable ends. The windows of the soul are to be opened by the five branches of the course of study, thus enabling the youth to see (1) the conditions of inorganic nature by arithmetic and the elements of physics

and chemistry; (2) the conditions or organic nature by studying plants and animals, the land, water and air, and, besides these, the means that man invents and uses to connect each place with the rest of the world—these things belonging to geography. These two ‘windows’ look out upon nature. The three others enable us to see man: (3) literature and art as revealing human nature, arousing pure and high aspirations in the youth, and freeing him from narrow and mean views of life; (4) the study of the structure of language, as found in the several divisions of grammar and rhetoric; (5) history, which treats of the greater self—of man as a social whole.

“These five branches belong to all schools, for they relate to the substance of humanity, and are necessary for entrance upon civilization. There are collateral branches that each school should include, and some special attention to the elementary principles of the useful arts practised in the neighborhood of the school—namely, farming, horticulture, grazing, mining, manufacturing, or the like.

“In general, these collateral branches should relate to the pupil’s environment, and help him to understand the natural features of that environment, as well as the occupations of his fellow-men in the neighborhood.”

President D. S. Jordan’s Address,—Leland Stanford University.

“The chief value of nature-study in character-building is that, like life itself, it deals with realities. Nature-study, if it be genuine, is essentially doing. This is the basis of its effectiveness as a moral agent.” These words are quoted with a twofold purpose, partly because they state, from the standpoint of an eminent educator, the underlying parallelism between nature and life, noted by many writers from Comenius onwards, partly because they present the study of nature as an integral part of the training of intellectual and moral character. The directors of the Horace Mann School at New York have a threefold purpose in introducing nature-study into their course. It is “to prepare the individual for life by training his mental power of observation and of generalization, by deepening and rationalizing his emotional life, and by increasing his social worth.”

The Superintendent of New York State is actively interesting himself in the formation of children’s Nature Clubs; the children go out on collecting expeditions, are encouraged to adorn the walls of the school buildings with artistic pictures of domestic and farm life, to beautify the home, garden or school premises, and even to care for the public highway. One of the aims of the movement is to create an improved public sentiment with respect to country life, and to stimulate habits of thrift and of contented enjoyment of one’s environment.

Similar effort is being made in Massachusetts. Referring to Nature-study in the lower grades, the public document issued by the State Secretary for Education says: “Here is one study, at least, where mere acquisition may be thrown to the winds; one study where the higher aim is not so easily missed—that of keeping the child in an ever-enlarging sense en rapport with the world that excites his wonder.” In the same connection, strong support is given to the efforts of the Audubon Society for the protection of birds, as meaning very much for the “boys and girls whose minds and hearts they tend to unlock.” Mr. Warde Fowler, reviewing a book which hails from Minnesota on the study and protection of birds, said recently: “If boys and girls can be taught to take an interest in the simple facts of bird-life, if they can learn the arts of protecting and encouraging it, they will in time become as much interested in the preservation of birds as in their destruction. It is no good to tell boys that bird-nesting is cruel; that is a frontal attack upon their position which is sure to fail. You must

take them in flank, by rousing their interest in the living birds, their habits of life, their food, and the other needs they have, the causes of their increase or decrease, their migrations, and so on. We want such an institution as the "Nature and Arbor Day," which the State of Minnesota established last year to be observed in all colleges and schools in the State, 'for the promotion of a spirit of protection to birds and trees, and the cultivation of an appreciative sentiment concerning them.'"

What is intended is not the technical side of Nature-study. Much of this, it is believed, will come in gradually and almost unawares. Part of the course at Worcester, where Dr. Hodge, of Clark University, acts as supervisor of Nature-study, is to plant school gardens, and grow flowers. Respect for plant life and for other people's gardens has grown there by leaps and bounds. Nature clubs are formed for the defence of birds; the children learn their habits and their uses, and become their protectors. Cornell University has associated a Nature-study programme for schools with its University extension work by the formation of junior naturalist clubs and providing special teachers. It is thought that Nature-study in country schools may have the effect of deepening interest in country life and surroundings to such an extent that, as the children grow up, there will be less temptation to rush off to the cities. This would be an economic effect, resulting from enlightenment and enlarged sympathy. Another social and economic result claimed for the study is that it prepares the way for a better mutual understanding and appreciation on the part of various classes of workers by awakening the sympathies of town children with rural industries, as well as with some of the attractions of country life.

One of the directors of this branch of work at Cornell (Professor Bailey) wrote: "Our Nature-study work was introduced in the Public Schools with the view of interesting the children of the rural schools in some of the common things about them. It has developed somewhat in that direction, but the schools of the cities and towns have taken it up out of all proportion to those of the country. I have been trying to interest some children in England to organize junior naturalist clubs, hoping that the diversity of the two countries would give an exchange of compositions that would be interesting."

"Nature-study, in the popular mind, is a somewhat vague and general term, applied to almost any discussion of the phenomena of the physical world. As a matter of fact, it is a term especially coined for a new element in education, which has for its object the cultivation of the child's intelligent interest in his out-of-door environment. Many have been the theories concerning the best methods of teaching Nature-study. That we have found many of these theories untenable in actual practice is a cause for cheer instead of discouragement, since it makes us at the present time more sure of our views, attained by elimination. From the first, many educators have held that the trained teacher alone could help the pupil interpret nature, and that books on the subject led only to love of books, and not to love of nature. Considering many of the natural history books in vogue in the past, this argument had much to support it. But recently other books have been written that just as surely lead the child to an appreciation of nature as does the trained teacher.

"The Nature-study books of to-day fall naturally into three classes. To the first belong those books written to help the pupil in special subjects, such as the books devoted to the study of birds, trees, wild flowers or insects. These are usually enlivened by many beautiful illustrations; and the text, aside from technical descriptions, is written in an interesting and entertaining manner. In fact, the great value of these books lies in

this text. If the writer loves his subject, and writes with feeling and understanding, he inspires his reader to take a life view. We have in Thoreau's writings a classic example of what interesting and sympathetic descriptions of common out-of-door happenings can do in opening eyes that were blind and hearts that were closed to Nature's daily miracles.

"To the second class belong those books which tell stories of action and adventure, either on the part of the animal or the observer. These may be stories of the hunter or naturalist—like the books of Mr. Long and Mr. Ingersoll and Mr. Burroughs—full of careful and accurate description of the habits of wild animals, as well as their adventures. In all these cases, the books deal to a greater or less degree with the animals the child is not likely to see outside the zoological gardens, and, therefore, strictly speaking, have nothing to do with the child's environment. Yet these books are of the highest value to the child from a pure Nature-study standpoint, because they cultivate his imagination and sympathies and intensify his interest in animal and bird life, and teach him to love the 'little brothers' of forest, field, stream and air.

"To the third class belongs a certain type of alleged Nature-study book, where the author falls hopelessly between two stools; for books of this type are not sufficiently accurate in fact to be good Nature-study, and are not sufficiently well written to be good literature. Especially are these books to be feared, since they are sure to mix fact and fancy in the mind of the reader. The writer's imagination is allowed to run riot for the sake of adding variety to the style."—Anna Botsford Comstock, Cornell Univ.

X. Technical Education and Manual Training.

The success of the German Trade and Technical Schools in training young men for active and effective participation in industrial life has been the subject of innumerable addresses by publicists, statesmen and educationists. Current reviews, journals and newspapers are teeming with articles on the importance to the national welfare of making adequate provision in any general scheme of educational effort for the introduction of technical instruction. Already in Ontario commendable progress has been made in this direction. The Technical School in Toronto is proving one of the most popular educational agencies in the city. Kingston, Brantford, Stratford and Renfrew have organized classes for technical instruction, in some instances in connection with their Collegiate Institutes, but in Stratford and Brantford separate buildings have been erected for the purpose. Other places are moving in the matter, and it is not improbable that before long in every large centre of population in Ontario there will be found provision for giving instruction in the knowledge and principles of the sciences and their application to industrial enterprise. The Provincial Legislature has recognized the great importance of the question, and is giving substantial financial encouragement to the movement. Trades and labor organizations, at first hostile, are now friends of the cause.

The recent appointment of an Inspector of Manual Training, Technical and Art Schools (whose special report will appear in Part II. of this Report), is a further recognition of the desire on the part of the Government to promote the special work which these schools are doing. The accompanying quotations bearing on this and cognate educational problems will be found instructive and helpful.

Employment of School Children in Work.

A few years ago the attention of the British House of Commons was drawn to the excessive work performed by many children of school age, who, instead of having their attention mainly confined to their studies, were

employed a large portion of their time in factories. The feeling in England became so strong that measures were adopted to mitigate the evil, by having a statute passed prohibiting children so young from being thus employed. It has been recently pointed out that, while a movement was justified, there is a feature of the question which should not be overlooked. Two years ago, a Committee was appointed to consider further the whole question, and the report of the Committee is very interesting. In substance, the report of the Committee is to the effect that, while there were just grounds for legislation, it is a mistake to suppose that young children are injured by being for a short time employed. Child labour is forbidden under the age of twelve. In factories, certificates of fitness for labour are required, and the Factories Acts contain educational provisions and a labour code of sanitation.

It is contended by the Committee that the employment of children of school age should be regulated, but not totally prohibited. Too early employment of children, doubtless, injures their future capacity; and no work that stands in the way of healthy growth should be allowed.

The Committee reports as follows :

“On the other hand, it has been urged that children ought not to be permitted to do any work at all. We cannot accept this view. The strongest evidence has been given us by the most earnest advocates of the regulation of child labour, tending to show that moderate work, under healthy conditions, may be, and, in most cases will be a benefit.

“Consider the case of a boy of twelve or thirteen, who lives in a poor and crowded home in a town. He is at school five and a half hours daily, on Saturdays and Sundays he is free, and he has from six to eight weeks holidays in the year. After deducting time for sleep and meals, there remain to him at least seven hours on week-days and twelve on Saturdays, Sundays and holidays, during which he has complete leisure. If the school-rooms were open to him, and he had sufficient incentive to study, if there were everywhere public playgrounds and organized games, he might conceivably lead a life approaching that of boys of public schools—which is, at least, a healthy life, even if, in the opinion of some, the vacant hours are too long and the inducements to idleness too many. But the poor boy, if he has no work to fill up his spare time, has in most large towns only the alternative of playing or loafing in the streets or of moping in dull rooms in a crowded tenement. We think that, quite irrespective of anything he may earn, it is better for him mentally, morally and physically, to be engaged for a few hours a day in regulated labour, rather than to spend his whole leisure in the public thoroughfares or in the penny music-hall.

“This is the view taken by many of the better class artisans and labourers in large towns. Apart altogether from the question of profit, they think it best to keep their children ‘off the streets’ by finding them when they reach the age of eleven or twelve years, some useful employment for a few hours a day. Shop boys and errand boys come for the most part from this class, and not from the degraded and worthless class who care nothing about what happens to their children.

“Many cases have come to our knowledge which show that the boys often themselves seek the work and enjoy it. It may not be pleasanter than cricket or football; but, even apart from the money it brings, they like it better than the amusements and recreations open to them. And, even when the money earned is the incentive to work, it is not necessarily harmful. One schoolmaster, himself in theory a strong objector to child labour, told us that many of his boys earned and saved money enough to pay for an annual country holiday.

"Further, a small amount of regular employment is of itself a useful part of a boy's education. It would be well if a large number of children could at an early age be introduced to some of the practical work of the carpenter, the shoemaker, or the blacksmith; or, if this is impossible, even the running of errands, or the selling of newspapers, helps to make them alert and industrious, and prepares them for the part they have to take in after life. Mr. Chilton Thomas, whose experience in the training of the poorest classes of boys is probably unrivalled, insisted much on the importance of what he calls 'industrious education.' 'Knowledge of industry,' he says, 'has, as its complement, habits of industry. To teach a lad a trade and not to teach him to work is to confound theory with practice. It is the most refined cruelty to bring a child up unaccustomed to physical labour for even one solitary hour until he is fourteen, and then at fourteen to make him do a whole day's hard work.'

"On the whole question of child labour, we agree emphatically with the views put forward in the circular of the Imperial Chancellor of Germany. . . . He urges, on the one hand, that 'children's earnings are necessarily small, and cannot counterbalance the disadvantages if an excessive use of their small working powers,' and that 'where the kind of work is unsuitable, where it continues too long, or where it takes place at unseasonable times and in unsuitable places, it is not only a danger to the health and morality of the child, but impairs school discipline, and makes compulsory education illusory.' But, at the same time, he records his opinion that 'the employment of child labour in moderation is justifiable, in so far as it tends to accustom the children to bodily activity, to make them industrious and economical, and to preserve them, especially in cases where parents cannot exercise the necessary supervision, from laziness and other bad habits. On considerations of health, it is not only permissible, but desirable, that children should be employed in light work in agriculture and horticulture, in which they find open air activities and occupations suited to their youthful capacities.'

"We have come, therefore, to the conclusion that what is required is not the total prohibition of school child labour, but its regulation, and in this we are in substantial accord with all the witnesses who gave evidence; even the two or three witnesses who deprecated any labour being done by children of school age admitted that their view was rather ideal than practicable. We, however, do not believe that the true ideal is mere school education up to fourteen, and then a full day's manual work. We think that the training for manual work should begin before fourteen, just as we hold that school education should continue beyond fourteen; and that, in furtherance of this end, the employment of children in practical work should be permitted, but permitted only under carefully considered regulations."

"When the Royal Commission on Technical Education was appointed, and began to inquire into the condition of elementary education, a good many people said what had the Technical Education Commission to do with elementary education, and now the same people are saying, let us introduce technical education into our schools, so as to enable our people to compete with those of other countries. This only serves to indicate the confusion of thought I have already referred to. The Commission inquired into elementary education because the members knew perfectly well that it would be useless to make recommendations about technical education unless there was a sound elementary education to begin with, and that it would be simple folly to attempt to raise a superstructure unless there was a good foundation.

"Now, what do we hope to gain by making the various forms of manual training an integral part of the work of the elementary school?"

"In the first place, we shall thereby make the education of the child more complete, all round, and well balanced. Education aims, or ought to aim, at the harmonious development of all the faculties which children possess, especially such of them as are likely to be of value in the work of life. Now, there is a faculty of the hand as well as of the brain, and we can scarcely call any scheme of education satisfactory which develops the latter at the expense of the former.

"This view might perhaps be maintained, even were these faculties to some extent antagonistic, but it is greatly strengthened, if, as I shall try to show, there are grounds, both in theory and experience, for believing that manual training of a certain kind and amount promotes rather than retards advancement in the ordinary subject. In that case, there is all the more reason for regarding an education which does not include some training of the faculty of the hands as lacking in balance and completeness.

"We have, then, scientific authority in favour of the assumption that the development of the hand faculty must, in itself, have an appreciable effect on the development of the higher mental powers. But, even if we lay no stress on the physiological connexion, it still remains true that the process of manual training, by which hand faculty is developed, affords a particularly favourable field for the exercise and development of what are generally regarded as purely mental faculties. On this point we may appeal to experience. One cannot watch a group of children engaged in one of the more advanced kindergarten occupations, requiring individual work, without being convinced that the higher faculties of discrimination, selection, practical judgment, and calculation, or foresight, are being exercised to an unusual degree. Probably there is no single faculty brought into play in the teaching of the ordinary school subjects which is not exercised in an approximately equal degree in manual work.

"And when we come to the cardboard work and woodwork of the higher classes, the case for the intellectual value of manual training is strengthened. In the first place, these exercises admit of a great degree of exactness, and, hence, their disciplinary value is enhanced. In the second place, the making of each object, or model, as it is called, involves a considerable number of operations, a mistake in any one of which is likely, from the nature of the material, to be fatal. It is not like a drawing or a sum on a slate, when careless work may be effaced by a sponge, and a correction at once made. The pupil must look ahead, the nature of the material must be studied, and the effect of each single deviation from the dimensions given, and the whole work must be done over again. It is obvious that work of this kind may easily be made the means of developing in the pupil the power of close observation, power of concentrating attention, judgment, foresight, and the habit of painstaking accuracy. These qualities are not named haphazard, but are precisely those which the nature of the work is calculated to develop. It is again a valuable peculiarity of this kind of work that the pupil is, to a large extent, his own judge. A piece of work is wrong, not because the teacher says so, but because he himself sees that the thing he is making is not the thing he wants to make. It is difficult to overstate the value of the moral discipline involved in this perception."—Inspector of Manual Training, Victoria, Australia.

"It seems to be necessary to utter a note of warning with regard to the syllabus of work that is being taken up in the district High Schools. It may be safely laid down that the secondary instruction given in these schools should have a bearing on the future life of the pupils. It is now

tolerably well recognized that it is no reason in favour of choosing a subject for the school curriculum to say that it has no practical or utilitarian value, but, rather the contrary; 'bread-and-butter studies,' as they have been called, are not necessarily to be condemned because the knowledge gained is afterwards useful, but are rather to be preferred if they are pursued in such a way as to train the intelligence of the pupil, and to lead him to think about those things that he will have to handle in the future. There is too much tendency at present in the district High Schools to give the secondary pupils a little Latin or French and a little elementary algebra or Euclid, and to avoid science and manual and commercial training. The aim in view in establishing district High Schools will probably be gained if these schools give the pupils a good taste for standard English literature, a thorough training in ordinary English composition and in arithmetic and mensuration, and such knowledge of history and geography as will enable them to understand better their duties as citizens of the Empire; adding thereto a course in elementary science, in which the observations and experiments are carried out by every pupil for himself, and a suitable course of manual work, or of commercial work, where local conditions demand it. These essentials being secured, other subjects may be taken up if room can be found for them, and if among these subjects a foreign language is included, by all means let it be a modern one, and let it be studied so far thoroughly that some real knowledge of the language, not merely of its grammatical forms, is acquired. The grants for manual instruction (including practical science) under the Manual and Technical Instruction Act are payable to school classes in addition to the special district High School grant, so that there is no excuse on the ground of expense for the comparative neglect of these subjects. There is no reason why any of our district High Schools, or, indeed, any of our secondary schools, should take as their model the lower forms of an old English grammar school. It is true that the newer subjects require greater skill and a larger amount of preparation on the part of the teacher; but it cannot be supposed that the teachers of the colony are not as skilful as those of other countries, or are less willing to devote themselves with energy to a task whose realization may enable their pupils 'to travel throughout life by day instead of by night.'

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"During the year steady progress has been made in the formation of adult classes for technical instruction, and there has been a large increase—more than fivefold—in the classes for manual instruction in Public Schools, principally in the direction of introducing into the work of the preparatory classes and into the lower standard classes exercises based upon kindergarten methods. This feature is sound, as far as it goes, as it seems to show that the spirit of the new movement is being rightly understood, for the change indicated by the introduction of hand-work into the school is not one affecting the mere details or machinery of school work, but is more fundamental in its character. Changes that affect only the externals of the school system, or only increase the number of disconnected subjects in the school syllabus, are sure to turn out in the end to be mere temporary devices. It has been the fashion to speak of that portion of a man's education that he receives at school as a preparation for life; in truth, a man's education goes on throughout his whole life, and the time spent at school is not merely a preparation for life, it is a part of life itself. If the manual dexterity and the regular and easy co-ordination of hand and eye and brain that lead to the development of skill in the workman or the engineer, the artist or the surgeon, be not developed in youth, then there is a gap between the school-life and the after-life that is unnatural and prejudicial to the

success of the adult; for there are few occupations in which some degree of manual skill is not at one time or another useful, and none in which men or women can afford to be without that all-round training of the mind that can be obtained only by combining the exercise of the muscular activities with that of the observation, reason and memory. The instincts of the child herein guide him aright; he is constantly examining objects and seeking for some fresh outlet for his muscular activities. (As every instinct corresponds to some reality, no instinct should be overlooked; but every instinct should either be trained or be guided aright in the years of childhood.) These instincts are not such as mark the brute, but belong to the higher human intelligence, and they must, therefore, be taken seriously as indications of undeveloped powers, which need to be directed and disciplined, not suppressed, until they appear as scientific habit and manual skill in the youth and the adult. The new method of treatment accordingly extends not to one or two subjects of the curriculum, but, more or less, to nearly all. Besides the advantage derived from the fact that manual training brings into the school course a natural co-ordination by co-ordinating all the subjects of that course with life, its introduction into the schools gives opportunity to discover aptitudes that would otherwise perhaps be unsuspected, and to develop the pupils in such a way that they make intelligent use of this opportunity. It is evident that only a beginning can be made in the elementary school; hence the necessity for carrying on the work more completely in continuation and technical classes, and in the secondary schools and university colleges."—Minister of Education for New Zealand.

"Hitherto there has been too much tendency in educational matters to confine our efforts wholly to mental aesthetic culture. For many years we know that in the great universities of the world education meant really teaching what was specially designed to be of no use in practical life. It consisted largely of the great classics of Greece and Rome, which, undoubtedly, embodied sentiment which will last as long as the human race, and which were useful for study and investigation. The boy's time was confined to those admirable monuments of classical learning; but for a long time education has been confined too much in that direction, and has dealt with the merely intellectual and aesthetical. But gradually in Europe, in all the advanced schools of England, and more emphatically in America, there has been a wide departure from that principle; and an intelligent, earnest, and successful attempt has been made to conduct this intellectual training to useful and industrial purposes in after life. These purposes are various. There is the professional life, law, medicine, literature, and art. These are all useful, and not to be looked down upon or despised in any way. But there are also wide spheres of usefulness which make great demands on intellectual culture in developing the industrial resources of the nation. If these things have been considered beneath the vision of the intellect, it has been because they have not been intellectually studied and pursued. Take what is considered the commonest occupation of all—agriculture. There is no calling which makes greater demands for intelligence, both in the obtaining of information and knowledge and in following it out. Efforts have been made to direct this intellectual culture in England, the Continent, America, and Germany, and they have been crowned with success.

"In the schools where these courses have been pursued they have been found to produce two great results. One is that they enable the young people, when they afterwards go out into the business and industrial life, to successfully compete with the other nations of the world in those industrial fields which require great knowledge, skill, artistic development, and

intelligence. Some of the simplest things that are taught in these schools—as, for example, drawing—some of these things are found to be the foundation of the industrial success of the young people afterwards.

“Another valuable result of these efforts to which I am alluding, has been this, that they have turned the attention of the young people who are brought up in these schools towards the industrial side of life, as well as the merely professional side. We all know how malleable young people are, and how they get their ideas from what they see around them. If we bring up a race of people wholly with the idea of the professional and the artistic, we entirely diverge them from the useful and highly cultivated side of industrial life.

“It is found in these continental countries, in England, and especially in America, that this industrial training has a great effect in giving an impetus to the minds and desires and ambitions of the young in an industrial direction. What a great and noble idea is that of the dignity of labour! It is an idea essentially to be grounded in the mind of any people which desires to become a great nation.

“Another great result has been found to follow from the industrial efforts of those nations of which I speak, and of which I have had an opportunity of informing myself. The Government of Washington some years ago called for a report from all the schools where industrial and technological training was carried out. They called for a report as to what effect it had on the character and dispositions and industry of the children, and, with scarcely an exception, the reply was that the industrial and technological training made them distinctly better boys and girls than they were before. It developed a state of character which is not developed merely by book-learning. It developed in them that self-reliance, industry, and devotion which is so essential to success in life. Therefore, there is an advantage gained by the mere training itself, irrespective of the results which it brings. I have seen, somewhere, tersely expressed the idea I am endeavouring to convey—‘The boy who is able, skilfully and intelligently, to put together and frame a desk, is better able to use the desk he has framed than he was before.’”—Sir Henry Wrixon, M.C.L.

Technical Instruction in Ireland.

In the majority of secondary schools, according to the Report, the curriculum has been so hampered by the exigencies of examining authorities and of examinations, that the teacher has been compelled to devote undue attention to storing the minds of the students with facts for reproduction at the expense of the time which should be devoted to stimulating their reflective powers and making them think. The outcome of the system is that the boys who learn science do not acquire the power of original, or even of accurate, logical thought, and that those who do not learn science have no belief in its practical value. In after-life, those who enter upon industrial pursuits too often regard science with distrust, and, to some extent, this distrust is merited, owing to the insufficient preparation and training of those who offer themselves for responsible posts in scientific industries.

The Report contends that the science teaching in secondary schools is valuable mainly for its mental training—its educational value. For scientific instruction, reliance must, it is stated, be placed chiefly on the subsequent years of University education. Here the need for providing increased and more accessible opportunities for the young chemist, electrician, and engineer is very evident. Part of this provision is being made in the evening

work in many schools. It would be very satisfactory if this side of the evening schools were taken advantage of by a larger number of students, but, whatever development may take place in the evening work, there is a consensus of opinion that the highest grade of technical education must be carried on in an institution of University rank, open during the day. The few hours which can be given in the evening, by those engaged in business during the day, are insufficient for training in research, and the attempt to devote these hours to research work necessitates excessive mental strain, which we cannot expect or desire to see widely incurred.

Dr. W. T. Harris, Commissioner of Education, Washington, says :

"I certainly think that the working class, in proportion as it becomes educated, knows its rights and privileges as members of the community, and that more discontent is created, and more irritation grows up between capital and labour. I think that the hatred of capital which prevails among many individuals of the labouring population is due to the fact that capital has not undertaken efficiently the political education of the labouring class. If capital showed in a simple and clear manner how its employment in the community for the promotion of manufactures and commerce cheapens the cost of the necessities and of the luxuries to all consumers, and that it makes the employment of the wage-earner more constant, and if it showed that the invention of machinery thereby increases the amount of productions of all kinds that can be purchased by the consumers, and, also, that it has rendered possible a change of vocations from the mere drudgery of producing raw materials or manufacturing coarse goods up to the skilled industries wherein the wage-earner doubles and trebles his wages, I think that a more healthful popular opinion with regard to capital would come to exist in the minds of the workers. Capital owes it to itself to make its usefulness to the whole people as plain as a lesson in elementary arithmetic. It ought to teach, for one thing, the great service to the community of combinations made by that class of persons known as captains of industry. The creation of a railroad system, the cementing of it in all its parts into one whole, the adoption of very expensive rails, engines, and cars, the perfection of supervision over the whole, so that it can reduce the cost of transportation of freight from $3\frac{1}{2}$ cents a mile per ton to one seventh of that, or half a cent a mile per ton, is a prodigious benefit, showing its results in the enormous increase of value of farms in the North-west, and, on the other hand, a corresponding decrease in the cost of the necessities of life in the city populations of the Atlantic coast. The invention of one man may be so greatly productive in this matter of a saving to the community that he may have added more than a billion of dollars to the wealth of the community while he has received one hundred millions for his own share. I presume that capital, in making its combinations, often becomes careless of the condition of the workmen of the United States. But capital certainly neglects its best interests when it comes to neglect the enlightenment of the labourer as to the actual function of large business combinations in the improvement of the condition of the people.

"I think that general education is very important for the masses of the people, and, perhaps, sufficient for them; but there should be enough industrial schools to enable any person in the community to learn all that a school can teach regarding the main industry of his community—the working in wood and iron, in market gardening, and such matters as form the staples of industry. There are three classes of weaklings in society—the weakling in thrift, who produces pauperism; the weakling in morals, who is responsible for the production of crime, and, third, the weakling in intellect, who fills the asylums of the insane and feeble-minded. The weaklings

of society need nurture more than they need justice. Justice imprisons them after they have broken the laws of the State. Nurture seeks them out, especially while of school age, and gives them special training with a view to make them useful, instead of harmful, to the community. The principle of civilization which comes to us from Rome makes competition the basis of individual success in life. This is a higher idea than communism or socialism, but it is not adapted to the weaklings of society. The third class of weaklings need the patriarchal form of civilization; they must not be given so much freedom as the normal class of citizens; they must be taken in hand by schools and by special organizations devoted to charity. The Roman competitive system is good for the highest development of the individuality of men, but it presupposes a basis of pride of character, ambition and fortitude. Where there are only weaklings in thrift and morals (especially on the side of self-indulgence) and in intellect (the slums of great cities, for instance), the competitive system crushes rather than aids.

" I should say that the manual training school, as it exists at present, is in an experimental stage. It is an important experiment, but it has not solved all the problems, nor has it shown conclusively that the French, and Belgian system of special industrial schools is not preferable, on the whole. The most obvious reason in behalf of the manual training school as it exists is that this is an age of machinery, and it is well to have each individual know something about woodwork and ironwork, for the sake of general intelligence as regards the management of machines, or of the art of cookery. For this, knowledge of machines is useful every day; and a knowledge of cooking is a knowledge which makes palatable and nutritious the raw material of food which is apt to be wasted in a community where only a few of the women know how to make palatable and nutritious viands."

XI. Some Educational Problems of a Democracy.

It is well for nations, as for individuals, to pause once in a while to "take stock" of the results accomplished along the various lines of national effort. To the people of the United States, the recent address of President Eliot, of Harvard University (portions of which are given below), came like a bolt from the blue. Many of the failures of democracy, he attributes to inadequate preparation in the schools for the duties of citizenship. Several other extracts are given, dealing with the same general question from different standpoints.

Dr. Sadler, the distinguished Director of Special Enquiries and Reports in the English Education Department, in a recent address, used the following words:

"Education has constantly to readjust itself, in order to guard against new dangers which arise through the disintegration of older habits of thought and ways of life. It is so eminently a national thing that no country can with advantage directly imitate the educational system of another country. Each nation must needs build up its own system, in accordance with its own traditions and national needs."

President Eliot's Address.

"For more than two generations we have been struggling with the barbarous vice of drunkenness, but have not yet discovered a successful method of dealing with it. The legislation of the States has been variable and, in moral significance, uncertain."

"This is an accusation, not against the moral disposition of the majority of the people, but against their reasoning power, and it is precisely that reasoning power which good schools ought to train.

"The persistence of gambling in the United States is another disappointing thing to the advocates of popular education, for gambling is an extraordinarily unintelligent form of pleasurable excitement.

"It must be confessed that the results of the universal suffrage are not in all respects what we should have expected from a people supposed to be prepared at school for an intelligent exercise of the suffrage. We have discovered from actual observation that universal suffrage often produces bad government, especially in large cities.

"It is a reproach to popular education that the gravest crimes of violence are committed in great numbers all over the United States, in the older States as well as in the new, by individuals and by mobs, and with a large measure of impunity. The population produces a considerable number of burglars, robbers, rioters, lynchers, and murderers, and is not intelligent enough either to suppress or to exterminate these criminals.

"The nature of the daily reading matter supplied to the American public, too, affords much ground for discouragement in regard to the results thus far obtained by the common schools. Since one invaluable result of education is a taste for good reading, the purchase by the people of thousands of tons of ephemeral reading matter, which is not good in either form or substance, shows that one great end of popular education has not been attained. A similar unfavourable inference concerning popular education may be drawn from the quality of the popular theatres of to-day. . . .

"That labour strikes should occur more and more frequently, and be more and more widespread, has been another serious disappointment in regard to the outcome of popular education. As we have all seen lately, the strike is often resorted to for reasons not made public, or, at least, not made public until after the strike has taken place. The industrial wars which so seriously diminish the productiveness and prosperity of the country, are evidences that the common schools have grappled unsuccessfully with the tremendous problem put before them, and this remark applies just as much to the employers as to the employed. When I use these industrial conflicts to illustrate the inadequacy of American schools, I am impugning not the motives of the combatants, but their intelligence, an intelligence which such education as the country supplies has left seriously defective.

"The life for which the American schools should now prepare their pupils is an utterly different life from that for which the schools were preparing the children forty years ago, or even twenty years ago.

"The whole world has been made over since 1850, and with many new powers for good, there have come in many new powers for evil. The American schools and colleges have had to readjust themselves incessantly to these sweeping changes in the condition of society; and it is not to be wondered at if they have often failed to keep pace with the raised steps of this wonderful transformation.

"Is it not plain that, if the American people were well-to-do, they would multiply by four or five the present average school expenditure per child and per year? That is, they would make the average expenditure per pupil, for the whole school year in the United States, from eighty to one hundred dollars for salaries and maintenance, instead of \$17.38, as now. Is it not obvious that, instead of providing a teacher for forty or fifty pupils, they would provide a teacher for every ten or fifteen pupils? Would there not be a play-ground around every school-house? If the American people

thought they could afford it, would not a school-house be kept in as perfect sanitary condition as a hospital?"

"The Outlook," re Pres. Eliot's Address.

"Industrial conflicts must be settled ultimately by reason; yet the endeavour is often made to settle them by force—that is to say, by inflicting pecuniary losses, physical and moral injury, and spreading confusion and alarm. Education ought to be carried far enough to make men understand that such conflicts are to be settled by intelligence and not by force. Systematic education in this country stops far too soon for millions of children; in cases of millions of adults, the method of earning their livelihood becomes automatic, and mental growth is arrested. If popular education is to realize the expectations which it has awakened, and to promote effectively public righteousness and public welfare, it must be far more thorough; and in order to be thorough, much larger amounts of money must be spent upon it."

"What is the nature of the education given in the elementary schools? What does it do for the people?"

"The first and most important thing, it seems to me, in the United States is to make everybody a reader. Each person of a proper age should be able to write and read. The illiterate person is not able to work by himself, except in the simplest kinds of employment. He requires constant direction from a 'boss.' The person who can read and write can follow written or printed directions, and can be held responsible to do good work when he is not under immediate supervision. More and more it happens that the work of a community gets to be of such a kind as to demand in the labourer a knowledge of reading and writing. An illiterate man cannot deliver the orders of a grocery store or market. He must be able to read the names of the customers and the names and numbers of the streets when they are to be found. He cannot correct any errors in his order unless he is able to make a memorandum of the errors.

"But it is still more important for a free government that its inhabitants are able to read and write. The free government must be a government chiefly of popular opinion, and popular opinion cannot govern effectively except through the newspaper and the book. There must be a means by which the individual learns every day to know the opinions of his fellow-men near and far. He interprets the opinion of his fellow-citizens whom he meets from day to day by the opinion of surrounding communities, made known to him through the newspaper. Again, he interprets the public opinion of his State by the public opinion of the other States. He interprets the opinion of his nation by the public opinion of foreign nations. Thus there goes on in the mind of each citizen a comparative study of public opinion, the readjustment of local opinion and sentiment to the aggregate of public opinion and sentiment of States and nations. The general public opinion of the world is a kind of 'writing on the wall,' in which the individual, or the particular section, sees that local or partial views are weighed and approved or else found wanting."—Dr. Wm. T. Harris.

"Democratic education should also inculcate on every child the essential unity of a democratic community, in spite of the endless diversities of function, capacity, and achievement among the individuals who compose the community. This is a doctrine kindred with that just mentioned, but not identical. It is a doctrine essential to diffused democratic con-

tentment and self-respect, but materially different from the ordinary conception of equality of condition as a result of democracy; for unity is attainable, while equality of condition is unnatural and unattainable. The freedom and social mobility which characterize the democratic state permit, and, indeed, bring about striking inequalities of condition; and if the surface of democratic society should be levelled off any day, inequalities would reappear on the morrow, unless individual freedom and social mobility should be destroyed. The children of a democratic society should, therefore, be taught at school, with the utmost explicitness, and with vivid illustrations, that inequalities of condition are a necessary result of freedom; but that through all inequalities should flow the constant sense of essential unity in aim and spirit. This unity in freedom is the social goal of democracy, the supreme good of all ranks of society, of the highest no less than of the lowest.

"Another ethical principle which a democracy should teach to all its children is the familiar Christian doctrine that service rendered to others is the surest source of one's own satisfaction and happiness. This doctrine is a tap-root of private happiness among all classes and conditions of men; but in a democracy it is important to public happiness and well-being. In a democracy the public functionary is not a master, but a trusted servant. By excellence of service he earns not only a pecuniary consideration, but also respect and gratitude. This statement applies just as well to a letter-carrier, a fireman, or a village selectman, as it does to a high school teacher, a judge, or a governor. Democracy applies literally the precept, 'If any man would be great among you, let him be your servant.' The quality of this faithful service and its rewards should be carefully taught in school to all children of a democracy. The children should learn that the desire to be of great public service is the highest of all ambitions; and they should be shown in biography and in history how the men and women who, as martyrs, teachers, inventors, legislators, and judges, have rendered great service, have thereby won enduring gratitude and honour.

"Since it is a fundamental object of a democracy to promote the happiness and well-being of the masses of the population, the democratic school should explicitly teach children to see and utilize the means of happiness which lie about them in the beauties and splendors of nature. The school should be a vehicle of daily enjoyment, and the teacher should be to the child a minister of joy. Democratic society has already learned how to provide itself—at least, in the more intelligent communities—with open grounds in cities, and parks in suburbs, and has in these ways begun to provide directly for the wholesome pleasures of the population. It should be a recognized function of the democratic school to teach the children and their parents how to utilize all accessible means of innocent enjoyment.

"Finally, the democratic school must teach its children what the democratic nobility is. The well-trained child will read in history and poetry about patricians, nobles, aristocrats, princes, kings, and emperors, some of them truly noble, but many vile; and he will also read with admiring sympathy of the loyalty and devotion which through all the centuries have been felt by generous men and women of humbler condition toward those of higher. He will see what immense virtues these personal loyalties have developed, even when the objects of loyalty have been unworthy; and he will ask himself, 'What are to be the corresponding virtues in a democracy?' The answer is, Fidelity to all forms of duty which demand courage, self-denial, and zeal, and loyal devotion to the democratic ideals of freedom, serviceableness, unity, toleration, public justice, and public joyfulness.

The children should learn that the democratic nobility exists, and must exist if democracy is to produce the highest types of character; but that it will consist only of men and women of noble character, produced under democratic conditions by the combined influences of fine inherited qualities, careful education, and rich experience. They should learn to admire and respect persons of this quality, and to support them, on occasion, in preference to the ignoble. They should learn that mere wealth has no passport to the democratic nobility, and that membership in it can be transmitted to children only through the transmission of the sound mental and moral qualities which are its sole warrant. This membership should be the rightful ambition of parents for their children, and of children for their future selves. Every person of true quality, no matter what his station or vocation, is admitted of right to this simple democratic nobility, which home, church, and school unite in recruiting; and there are, consequently, more real nobles under the democratic form of government than under any other."—Charles William Eliot.

"Strictly speaking, there is no 'German system of education.' Neither is there an 'American system.' There is no Imperial Minister of Education in Berlin. There is no Federal Board of Education in Washington. In educational matters, the different States of the German Empire retain considerable varieties of organization and even of aim, and in America there are very great differences, both in administration and in organization, between the educational system of different States and cities. But, if we make, so to speak, a composite photograph of the progressive parts of German education and a composite photograph of the greater part of American education, there stand out in each picture certain features which are in striking contrast. These may be arranged in an antithetical form, as follows:

"In Germany, the masses of the people have very little to do with determining the course of educational policy; in America, nearly all education rests on popular control. In Germany, educational progress is guided by administrative order; in America it depends much more on free discussion. In Germany, as a rule, the keys of the position are in the hands of a strong central authority; in America, there is very great local freedom. German society is organized on a military basis; American society on an industrial. In Germany, society is still largely organized in horizontal strata; in America there is much more vertical organization and a much more open draught from the bottom to the top. Germany (and Prussia in particular) has a strong tradition in favour of direct State management of industrial and other concerns; in America (with considerable exceptions) the tradition is the other way. Germany has long possessed a highly expert, permanent civil service; with certain exceptions, American energy and ability have, until comparatively recent years, flowed in other channels. In Germany the great majority of teachers are men; in America the great majority of teachers are women.

"In Germany, the earliest stages of primary education form the part of the national system which has shown the least capacity for fruitful development; in America, those very stages have been, and are, the most progressive, the most fertile in suggestion, and the most eagerly sensitive to new ideas. In Germany, the State guards the door to all professions; in America, the professions are wide open to all. In Germany, the secondary schools are deliberately made the sole avenues to professional life; in America, the organization is far looser and less restrictive. In Germany, the secondary schools are (granted certain assumptions) the strongest element

in the whole system of national education; in America, the secondary schools, though they are making remarkable progress, have hitherto been less conspicuously successful than the primary schools and the Universities. In Germany, comparatively little is done for the higher education of girls; in America, as much is done for girls as for boys. In Germany there is, for the most part, a social gulf between the teachers in elementary and the teachers in secondary schools; in America this gulf does not exist.

"In Germany, the secondary schools are organized almost independently of the ordinary elementary schools, without any dovetailing of curriculum, and in such a form that clever boys have, as a rule, to leave the elementary school at nine years of age in order to enter the secondary school at the beginning of its quite different curriculum; in America, the great majority of the secondary schools are deliberately organized as the crown of the primary schools, and there is no 'break of gauge' between primary and secondary education. In Germany, the basis of all education is definitely linguistic; in America, there is a strong tendency to give increased prominence to manual and practical exercises in humane education. German secondary education is still haunted by the ghost of 'general culture,' i.e., by the idea that there is a circle of varied knowledge which a youth ought to possess at the end of his secondary school-life, and the possession of which marks off in social intercourse the 'educated man' from the 'uneducated.' America has long discarded any such idea, and lays stress not on any formula of 'general culture,' but on alertness and adaptability of mind. Hence in Germany the ideal of a many-sided course of liberal education stubbornly holds its ground; in America the field is thrown open, and bold experiments in 'elective studies' have met the national taste. In Germany, educational advance comes after a long period of philosophic meditation and paper warfare; in America, one practical experiment follows another in startling succession, and the student can hardly keep up with the variety of new educational undertakings. The work of the German schools is quiet, methodical, and laboriously persistent; that of the American is restless, often hurried and effervescent. The clever German boy lives in an atmosphere of great respect for professors, and for learning as learning; the American boy has his thoughts turned from an early age to business and the needs of practical life. The German boy knows that if he stops in Germany he will have to wait a long time before he can hope for professional eminence; the American boy feels an almost boundless horizon before him, and every fibre in him is tense with a determination to make his way to the front."—M. E. Sadler.

XII. Conclusion.

The foregoing and cognate subjects are receiving the careful attention of all interested in the advancement of our schools and in the solution of the many difficult problems connected with the organization and administration of our varied educational agencies. Each succeeding year finds the field of educational effort extending in various directions, so that the proper correlation of all the educational forces must invite the sustained attention and generous co-operation of all interested in their direction and management. This is particularly true in the larger centres of population, where great industrial and commercial interests are centred. In such centres it is not uncommon to find five or six different "Boards," each controlling its own special field of operation, but without any consideration of its place in a general scheme of education, and often with narrow and exaggerated ideas of the importance of its mission. Under such a disjointed system,

apart altogether from the question of economical administration, there can be little authoritative counsel for the guidance of school patrons, with the further result that there is frequently an undue attention to this or that special side of education, according as one or another of these "Boards" possess a dominant influence with the municipal councils. It is probable that special legislation may be necessary to overcome the many evils following such want of correlation of effort.

The improvement of the professional status of the teacher continues to be a matter of the first importance. It is to be hoped that from the lengthening of the Normal School term to a full academic year there may result many of the advantages pointed out by our most prominent educationists, and sought for by our various educational associations.

Our Model Schools continue to meet an important educational necessity. The number is now, however, somewhat greater than is required. During the year the number has been slightly lessened, but until there is a further material reduction in the number, several suggestions looking to their improvement cannot be acted upon.

During the year, owing largely to economic conditions and the rapid development of our Hinterland, there has been a marked scarcity of teachers. While in nearly all other occupations the improved condition of the country has brought increased remuneration to the worker, it is to be regretted that the importance and arduous character of the teacher's work has not received a similar recognition in as full measure. Until school patrons become seized of the immense importance to any section of a really good teacher, and indicate their appreciation of his work by giving him something more than a bare living wage, the scarcity above referred to will continue, and is likely to increase. Such a condition leads to an undesirable lowering of the standard of the teaching profession, for the school must be kept open, and "temporary" certificates have to be given, often to mere boys and girls, who have neither proper academic nor professional qualifications.

Last July important amendments covering examinations and courses of study for teachers' certificates were made to the Regulations. The Part I. Junior Leaving examination, which had become inadequate as a test either of general proficiency or for promotion to higher classes, was abolished. In making Latin optional for the non-professional qualifications of the lowest grade of teachers, it was found possible to require a higher standing in the subjects essential to the Public School course.

The quinquennial revision of the courses of study for High Schools and Collegiate Institutes is receiving attention. These and many other important problems have occupied the attention of the Education Department during the past year, and it is hoped they will continue to excite the most careful attention of teachers, boards of trustees, and all interested in the education of the young.

In order to have the statistics of our High and Public Schools brought as soon as possible to the attention of the Legislature, the Annual Report is divided into Parts I. and II. The information to be given in Part II. will consist of several valuable reports, together with statistics not available until after the close of the year. This portion of the Report will also be published at as early a date as possible.

I have the honour to be, Sir,

Your obedient servant,

RICHARD HARCOURT,

Minister of Education.

Education Department, Toronto, January, 1903.



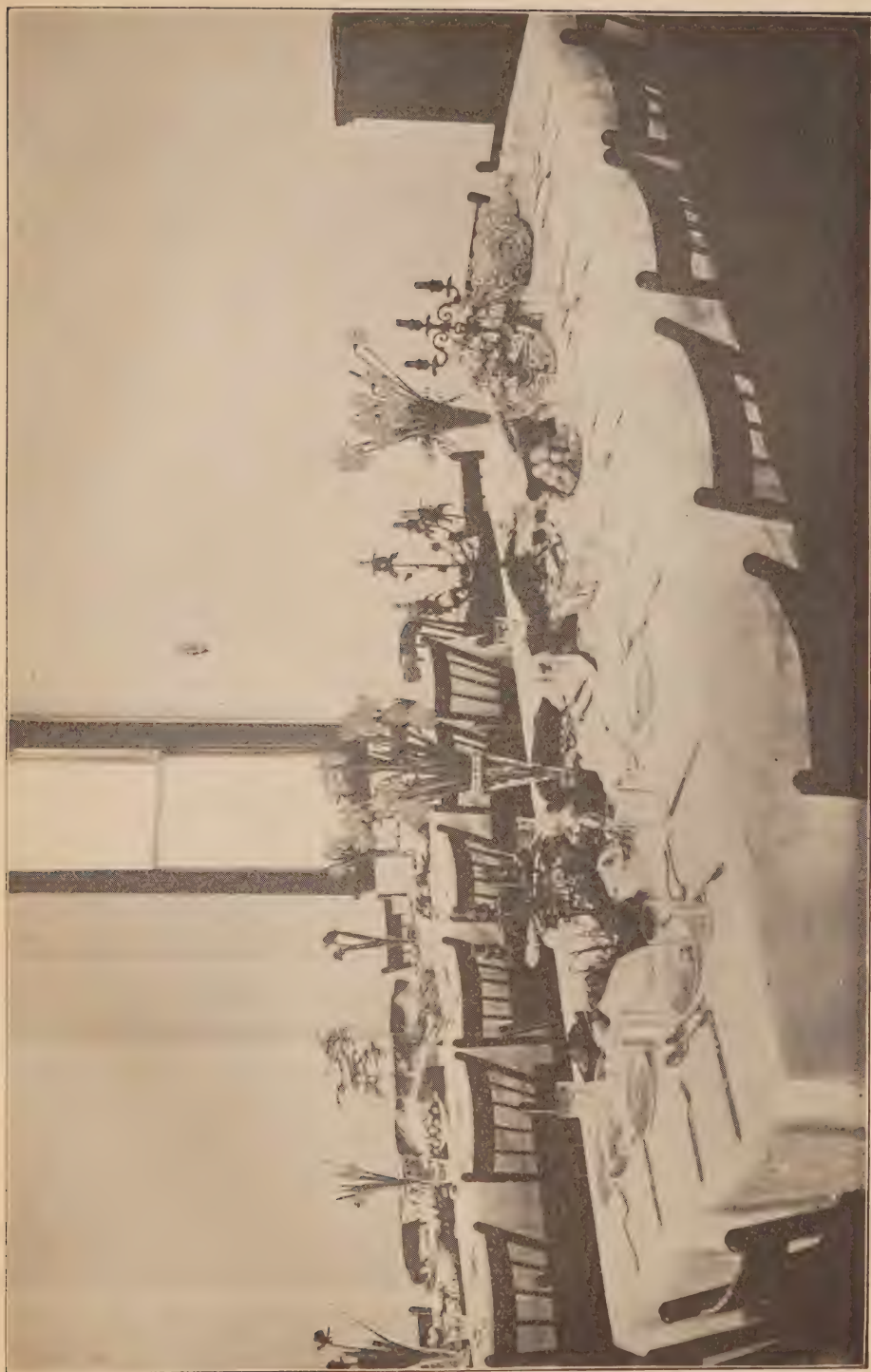
Manual Training Class, Stratford.



Domestic Science Class, Stratford.



Domestic Science, Stratford, Banquet Tables at opening, February 19, 1902.



Domestic Science, Stafford, Banquet Tables at opening February 19, 1902.

APPENDICES.

APPENDIX A.—STATISTICAL TABLES.

THE PUBLIC SCHOOLS.

I.—Table A.—School Population, Attendance, etc.

Counties. (Including incorporated villages but not cities or towns) etc.		School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average attend- ance of pupils.	Percentage of attendance to total attendance.
1 Brant	3,810	6	3,198	...	...	3,204	1,714	1,490	1,753	55
2 Bruce	13,933	14	11,074	4	11,092	5,763	5,329	5,329	6,177	56
3 Carlton	9,740	29	6,705	2	6,736	3,553	3,183	3,241	48	48
4 Dufferin	5,146	43	4,748	2	4,793	2,542	2,251	2,097	44	44
5 Dundas	5,666	22	4,489	1	4,512	2,330	2,182	2,455	54	54
6 Durham	5,320	14	4,640	1	4,655	2,371	2,284	2,534	54	54
7 Elgin	7,486	24	6,220	2	6,246	3,280	2,966	3,404	53	53
8 Essex	10,012	17	7,284	1	7,302	3,789	3,513	3,649	50	50
9 Frontenac	6,581	49	5,766	6	5,821	3,079	2,742	2,446	42	42
10 Glengarry	5,077	7	4,077	...	4,077	2,118	1,959	1,894	46	46
11 Grey	15,384	67	13,294	9	13,370	6,996	6,374	6,474	48	48
12 Haldimand	5,078	10	3,937	...	3,947	2,124	1,823	2,418	61	61
13 Haliburton, N. E. Muskoka, S. Nip- issing and E. Parry Sound	5,730	30	4,998	12	5,040	2,622	2,418	2,019	40	40
14 Halton	4,493	3	3,393	...	3,396	1,785	1,611	1,836	54	54
15 Hastings	13,401	23	8,960	...	8,983	4,630	4,353	4,392	49	49
16 Huron	14,047	11	10,897	6	10,914	5,706	5,208	6,421	59	59
17 Kent	9,730	46	8,365	2	8,413	4,451	3,962	4,228	50	50
18 Lambton	11,695	30	9,305	...	9,335	4,874	4,461	5,297	57	57
19 Lanark	5,598	17	4,401	1	4,419	2,247	2,172	2,324	52	52
20 Leeds and Grenville	10,539	50	9,042	1	9,093	4,666	4,427	4,539	50	50
21 Lennox and Addington	5,071	26	4,407	1	4,434	2,278	2,156	2,150	48	48
22 Lincoln	3,885	19	3,620	...	3,639	1,900	1,739	1,981	54	54
23 Middlesex	11,814	32	9,339	...	9,371	4,858	4,513	5,334	57	57
24 Norfolk	7,007	48	5,835	...	5,883	3,057	2,826	2,952	50	50
25 Northumberland	7,763	9	5,857	3	5,869	3,073	2,796	3,179	54	54
26 Ontario	8,117	28	7,139	2	7,169	3,856	3,313	3,707	52	52
27 Oxford	9,344	1	7,020	4	7,025	3,666	3,359	3,930	56	56
28 Peel	5,288	2	4,052	...	4,054	2,170	1,884	2,072	51	51
29 Perth	9,443	13	6,602	3	6,618	3,519	3,099	3,883	58	58
30 Peterborough	7,131	24	5,199	...	5,223	2,693	2,530	2,548	49	49
31 Prescott and Russell	7,773	28	5,537	2	5,567	2,856	2,711	2,643	47	47
32 Prince Edward	3,046	10	2,795	1	2,806	1,439	1,367	1,417	50	50
33 Renfrew	10,197	31	7,502	...	7,533	3,827	3,706	3,194	42	42
34 Simcoe and W. Muskoka	17,705	24	15,598	1	15,623	8,280	7,343	7,758	50	50
35 Stormont	4,954	20	4,085	...	4,105	2,133	1,972	2,062	50	50
36 Victoria and S. E. Muskoka	7,627	6	6,942	1	6,949	3,653	3,296	3,308	48	48
37 Waterloo	7,820	12	5,725	1	5,738	3,101	2,637	3,635	63	63
38 Welland	6,454	27	5,367	...	5,394	2,777	2,617	3,045	56	56
39 Wellington	12,128	17	8,361	...	8,378	4,510	3,868	4,412	53	53
40 Wentworth	6,452	...	4,917	...	4,917	2,596	2,321	2,659	54	54
41 York	13,570	38	11,709	6	11,753	6,227	5,526	6,012	51	51
42 Rainy River, Thunder Bay & Algoma	5,397	20	4,518	8	4,546	2,364	2,182	2,071	45	45
43 Manitoulin, etc.	3,477	24	2,467	4	2,495	1,240	1,255	1,296	52	52
44 N. Nipissing and W. Parry Sound	4,592	57	4,185	1	4,243	2,141	2,102	1,672	39	39
45 Moose Fort	60	...	55	...	55	20	35	30	54	54
Totals	354,581	1,028	283,619	88	284,735	148,874	135,861	146,558	51	51
Cities.										
1 Belleville	3,000	...	1,573	...	1,573	816	757	843	54	54
2 Brantford	3,320	...	2,626	...	2,626	1,335	1,291	1,895	72	72
3 Chatham	2,448	...	1,503	...	1,503	743	760	982	67	67
4 Guelph	3,639	...	1,777	...	1,777	877	900	1,303	73	73
5 Hamilton	14,637	...	8,348	...	8,348	4,194	4,154	6,225	75	75
6 Kingston	5,652	...	2,688	...	2,688	1,318	1,370	2,029	75	75
7 London	10,350	...	5,788	...	5,788	2,900	2,888	3,900	67	67
8 Ottawa	17,250	5	5,018	...	5,023	2,619	2,404	8,221	64	64
9 St. Catharines	2,954	...	1,504	...	1,504	741	763	1,021	68	68
10 St. Thomas	4,269	...	2,045	...	2,045	1,034	1,011	1,496	73	73
11 Stratford	2,935	...	1,518	...	1,518	783	735	1,117	73	73
12 Toronto	54,085	15	30,060	...	30,075	15,079	14,996	22,140	74	74
13 Windsor	3,747	1	2,519	...	2,520	1,303	1,217	1,716	68	68
14 Woodstock	1,772	...	1,642	...	1,642	822	820	1,179	72	72
Totals	130,118	21	68,609	...	68,630	34,564	34,066	49,067	71	71

* Statistics of preceding year.

THE PUBLIC SCHOOLS.—Continued.

I—Table A.—School Population, Attendance, etc.—Continued.

Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average attendance of pupils.	Percentage of average age to total attendance.
1 Alliston	400		370		370	176	194	226	61
2 Almonte	935		397		397	208	189	284	72
3 Amherstburg	563		282		282	155	127	197	70
4 Arnprior	1,223		642		642	314	328	449	70
5 Aurora	454	2	344		346	165	181	222	64
6 Aylmer	479		467		467	209	258	308	66
7 Barrie	1,383		1,104		1,104	515	589	617	56
8 Berlin	3,045		1,423		1,423	762	661	1,052	74
9 Blenheim	549		403		403	216	187	276	68
10 Bothwell	233		207		207	108	99	140	68
11 Bowmanville	593		481		481	241	240	345	72
12 Bracebridge	876		668		668	349	319	421	63
13 Brampton	849		512		512	278	234	344	67
14 Brockville	2,645		1,321		1,321	646	675	893	68
15 Carleton Place	1,240		820		820	419	401	553	67
16 Clinton	475		471		471	251	220	310	66
17 Coburg	1,117		560		560	295	265	388	69
18 Collingwood	1,991		1,333		1,333	677	656	824	62
19 Cornwall	1,099	1	632		633	337	296	418	66
20 Deseronto	1,097		659		659	323	336	439	67
21 Dresden	463		404		404	186	218	272	67
22 Dundas	729	10	546		556	274	282	382	69
23 Dunnville	540		446		446	223	223	281	63
24 Durham	450		404	1	405	205	200	232	57
25 Essex	357		332		332	151	181	200	60
26 Forest	404		305		305	144	161	214	70
27 Fort William	725		814		814	397	417	511	64
28 Galt	1,684		1,358		1,358	670	688	992	73
29 Gananoque	1,249		75		785	417	368	480	61
30 Goderich	851		661		661	328	333	462	70
31 Gore Bay	356		279	3	282	136	146	135	48
32 Gravenhurst	630		604		604	309	295	354	59
33 Harrison	476		345		345	181	164	234	68
34 Hawkesbury	708	2	162		164	88	76	97	59
35 Hespler	649		485		485	229	256	318	65
36 Huntsville	762		560		560	288	272	321	57
37 Ingersoll	1,708		773		773	395	378	510	66
38 Kincardine	661		437		437	216	221	294	67
39 Kingsville	484	1	401		402	206	196	248	62
40 Leamington	703		572	1	573	273	300	335	58
41 Lindsay	2,065		1,102		1,102	546	556	797	72
42 Listowel	700		620		620	315	305	473	76
43 Little Current	450		235		235	110	125	109	46
44 Mattawa	530		109		109	56	53	57	52
45 Meaford	534		380		380	193	187	232	61
46 Midland	1,250		869		869	437	432	557	64
47 Milton	403		377		377	186	191	259	69
48 Mitchell	554		423		423	201	222	289	68
49 Mount Forest	617		441		441	254	187	312	71
50 Napanee	750		612		612	292	320	350	57
51 Newmarket	644		430		430	214	216	289	67
52 Niagara	227		266		266	138	128	138	52
53 Niagara Falls	596		724		724	382	342	488	67
54 North Bay	772		514	4	518	261	257	314	61
55 North Toronto	466		535		535	257	278	295	55
56 Oakville	457		353		353	176	177	210	59
57 Orangeville	960		545		545	251	294	331	61
58 Oshawa	1,600		1,003		1,003	508	495	654	68
59 Oshawa	1,192		813		813	380	433	492	60
60 Owen Sound	1,977		1,167		1,567	762	805	1,123	72
61 Palmerston	560		409		409	202	207	253	62
62 Paris	909		512		512	264	248	358	70

THE PUBLIC SCHOOLS.—Continued.

I.—Table A.—School Population, Attendance, etc.—Concluded.

Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average attendance of pupils.	Percentage of average to total attendance.
63 Parkhill	331	.....	227	.....	227	114	113	156	69
64 Parry Sound	520	.....	794	1	795	399	396	417	52
65 Pembroke	1,504	.....	650	.....	650	330	320	424	65
66* Penetanguishene	826	.....	626	.....	626	324	302	357	57
67 Perth	1,049	.....	541	.....	541	275	266	363	67
68 Peterborough	2,647	.....	1,675	.....	1,675	826	849	1,082	65
69 Petrolia	1,048	.....	894	.....	894	449	445	588	66
70 Picton	802	.....	600	.....	600	333	267	389	65
71 Port Arthur	1,020	.....	583	.....	583	300	283	267	46
72 Port Hope	1,201	.....	843	.....	843	430	413	584	69
73 Prescott	655	.....	407	.....	407	197	210	276	68
74 Preston	494	.....	370	.....	370	177	193	264	71
75 Rat Portage	1,185	.....	984	.....	984	509	475	658	67
76 Renfrew	1,025	.....	443	.....	443	226	217	290	65
77 Ridgetown	596	1	484	.....	485	239	246	316	65
78 St. Marys	918	.....	551	.....	551	288	263	393	71
79 Sandwich	431	.....	105	.....	105	50	55	51	49
80 Sarnia	2,301	.....	1,433	.....	1,433	683	750	939	65
81 Sault Ste. Marie	1,590	1	1,381	.....	1,382	741	641	753	54
82 Seaforth	632	.....	422	.....	422	220	202	269	64
83 Simcoe	684	.....	466	.....	466	267	199	280	60
84 Smith's Falls	1,000	.....	1,104	.....	1,104	538	566	734	66
85 Stayner	418	.....	313	.....	313	141	172	193	62
86 Strathroy	800	.....	545	.....	545	268	277	368	67
87 Sturgeon Falls	323	.....	178	.....	178	96	82	96	54
88 Sudbury	531	.....	230	.....	230	104	126	104	45
89 Thessalon	264	.....	247	.....	247	116	131	116	47
90 Thornbury	250	.....	171	.....	171	99	72	99	58
91 Thorold	610	.....	333	.....	333	164	169	181	54
92 Tilsonburg	499	.....	427	.....	427	199	228	300	70
93 Toronto Junction	1,810	.....	1,411	.....	1,411	716	695	817	58
94 Trenton	1,178	.....	710	.....	710	353	357	402	57
95 Uxbridge	324	.....	373	.....	373	177	196	226	61
96 Vankleekhill	451	.....	189	.....	189	105	84	137	72
97 Walkerton	619	.....	495	.....	495	228	267	343	69
98 Walkerville	497	.....	289	.....	289	153	136	191	66
99 Wallaceburg	999	.....	590	2	592	296	296	374	63
100 Waterloo	970	.....	630	.....	630	324	306	472	75
101 Welland	383	3	371	.....	374	192	182	245	65
102 Whitby	737	.....	396	.....	396	208	188	232	56
103 Warton	720	.....	590	.....	590	321	269	370	63
104 Wingham	901	.....	542	.....	542	264	278	355	65
Totals	89,791	21	61,221	12	61,254	30,784	30,470	39,459	64
Totals.									
1 Counties, etc	354,581	1,028	283,619	88	284,735	148,874	135,861	146,558	51
2 Cities	130,118	21	68,609	.....	68,630	34,564	34,066	49,067	71
3 Towns	89,791	21	61,221	12	61,254	30,784	30,470	39,459	64
4 Grand totals. 1901	574,490	1,070	413,449	100	414,619	214,222	200,397	235,084	57
5 " 1900	580,105	1,111	418,861	125	420,097	217,090	203,007	237,306	56
6 Increases .....	.....	.....	.....	.....	.....	.....	.....	.....	1
7 Decreases	5,615	41	5,412	25	5,478	2,868	2,610	2,222	.....
8 Percentages .....	.....	.26	99.72	.02	.....	51.67	48.33	57	.....

* Including Protestant Separate School.

NOTE.—In addition, there were 11,405 Kindergarten pupils and 800 Night School pupils.

THE PUBLIC

II.—Table B.—Number of pupils in the

Counties (including incorporated villages, but not cities or towns), etc.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Brant	608	380	643	767	648	158	3,204	3,204	3,204
2 Bruce	2,613	1,781	1,884	2,122	2,107	585	10,863	10,971	10,704
3 Carleton	1,611	932	1,230	1,271	1,376	316	6,580	6,712	6,532
4 Dufferin	1,090	788	871	1,004	843	197	4,625	4,315	4,373
5 Dundas	1,137	725	936	712	776	226	4,464	3,501	4,385
6 Durham	853	620	1,043	993	940	206	4,655	4,649	4,636
7 Elgin	1,164	771	1,203	1,256	1,321	531	6,162	6,193	6,070
8 Essex	2,152	1,432	1,399	1,219	946	154	7,136	7,227	7,142
9 Frontenac	1,493	826	996	1,194	1,226	86	5,821	5,821	5,821
10 Glengarry	1,201	624	919	589	660	84	4,041	4,041	4,021
11 Grey	3,166	2,010	2,847	2,772	2,064	511	13,182	12,847	12,981
12 Haldimand	774	502	834	744	926	167	3,921	3,944	3,825
13 Haliburton, N. E. Mus- koka, S. Nipissing, and E. Parry Sound	1,565	836	956	871	634	178	4,495	4,559	4,248
14 Halton	742	488	532	733	715	186	3,396	3,396	3,384
15 Hastings	2,489	1,547	1,819	1,591	1,235	302	8,866	8,882	8,553
16 Huron	1,700	1,373	1,982	2,518	2,495	846	10,701	10,831	10,460
17 Kent	1,837	1,245	1,671	1,591	1,493	576	8,096	8,380	8,246
18 Lambton	2,204	1,579	1,612	1,851	1,680	409	9,191	9,266	8,985
19 Lanark	1,058	696	831	917	758	159	4,419	4,419	4,419
20 Leeds and Grenville ..	2,173	1,226	1,577	1,777	2,005	335	8,799	8,796	8,448
21 Lennox & Addington ..	1,022	645	771	927	877	192	4,434	4,434	4,239
22 Lincoln	741	499	656	722	948	73	3,487	3,495	3,412
23 Middlesex	1,674	1,339	1,630	2,001	2,161	566	9,371	9,371	9,371
24 Norfolk	1,292	809	1,204	1,024	1,320	234	5,816	5,833	5,683
25 Northumberland	1,136	836	1,183	1,225	1,259	230	5,755	5,779	5,496
26 Ontario	1,471	1,055	1,257	1,442	1,633	311	6,959	6,929	6,791
27 Oxford	1,390	1,064	1,155	1,417	1,443	556	6,843	6,986	6,506
28 Peel	794	640	734	818	868	200	4,054	4,054	4,032
29 Perth	1,169	957	1,217	1,664	1,384	227	6,506	6,489	6,072
30 Peterborough	1,254	844	926	1,061	980	158	5,012	5,062	4,902
31 Prescott and Russell ..	1,793	906	990	975	733	170	5,176	5,424	5,182
32 Prince Edward	494	323	437	553	793	206	2,758	2,776	2,752
33 Renfrew	2,254	1,229	1,366	1,281	1,127	276	6,802	7,074	6,131
34 Simcoe & W. Muskoka ..	3,582	2,616	2,837	3,057	2,765	766	15,351	15,461	15,173
35 Stormont	988	598	941	720	707	151	4,093	4,067	3,978
36 Victoria & S. E. Musk.	1,483	1,082	1,408	1,492	1,239	245	6,911	6,880	6,695
37 Waterloo	1,171	931	1,348	1,354	776	158	5,482	5,639	5,329
38 Welland	1,308	776	887	1,050	1,069	304	5,351	5,339	5,265
39 Wellington	1,733	1,195	1,558	1,665	1,842	385	8,268	8,288	7,992
40 Wentworth	971	647	797	1,160	1,095	247	4,912	4,912	4,912
41 York	2,727	1,866	2,143	2,410	2,275	332	11,124	11,353	10,650
42 Rainy River, Thunder Bay and Algoma ..	1,397	752	923	786	602	86	4,384	4,389	4,183
43 Manitoulin, etc	666	442	460	453	425	49	2,245	2,321	2,222
44 N. Nip., W. Par. Snd.	1,450	774	785	639	475	70	3,839	4,054	3,428
45 Moose Fort	21	8	.....	13	10	3	55	55	15
Totals	65,611	43,214	53,398	56,451	53,654	12,407	277,605	278,418	270,848
Cities.									
1 Belleville	380	278	228	300	387	.....	1,573	1,573	1,573
2 Brantford	558	328	397	806	488	49	2,626	2,626	2,626
3 Chatham	333	228	341	289	312	.....	1,503	1,503	1,503
4 Guelph	317	258	248	470	338	146	1,774	1,774	1,774
5 Hamilton	1,441	1,140	1,293	2,301	1,695	478	8,348	8,348	8,348
6 Kingston	608	369	357	672	682	.....	2,688	2,688	2,688
7 London	1,026	824	1,439	1,235	1,264	.....	5,788	5,788	5,788
8 Ottawa	1,270	558	648	1,197	1,145	205	5,023	5,023	5,023
9 St. Catharines	374	227	262	384	257	.....	1,504	1,504	1,504
10 St. Thomas	564	206	422	455	398	.....	2,045	2,045	2,045
11 Stratford	225	192	274	422	405	.....	1,518	1,518	1,518
12 Toronto	5,558	3,626	6,713	6,593	5,637	1,948	30,075	30,075	30,075
13 Windsor	769	543	509	463	236	.....	2,520	2,520	2,520
14 Woodstock	409	276	312	315	330	.....	1,642	1,642	1,642
Totals	13,832	9,053	13,443	15,902	13,574	2,826	68,627	68,627	68,627

SCHOOLS.—Continued.

various branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	3,204	2,189	2,183	851	1,553	987	1,794	152	153	146	61	39	518
2	7,154	5,385	6,938	2,802	4,551	5,629	5,038	620	527	515	180	137	1,605
3	4,331	2,929	4,306	1,819	2,742	1,907	2,703	314	341	305	310	96	916
4	2,734	3,069	2,326	1,542	1,955	1,938	3,401	258	197	217	73	78	914
5	3,660	3,012	3,159	1,143	1,530	1,937	3,174	182	201	192	91	105	802
6	3,135	1,966	2,656	849	1,150	1,157	1,128	176	173	160	88	60	369
7	4,986	2,532	4,501	1,928	2,964	3,196	3,424	539	507	506	253	145	1,575
8	4,259	3,283	3,860	1,206	2,253	5,438	3,740	130	155	150	18	65	616
9	3,539	2,168	3,125	1,400	2,107	2,036	3,116	119	62	51	30	3	625
10	2,669	832	2,320	773	971	1,099	1,227	83	82	82	26	7	341
11	9,386	6,589	8,017	2,666	5,213	8,157	5,795	511	427	395	196	119	1,579
12	2,867	2,073	2,362	1,242	1,435	1,625	1,582	211	150	67	68	47	1,048
13	3,048	1,544	2,416	926	1,419	1,207	1,902	160	156	138	36	26	194
14	2,359	1,634	2,254	957	1,593	1,385	1,807	173	171	172	36	12	836
15	5,380	4,591	5,130	1,575	2,954	4,561	5,384	640	280	261	80	29	1,234
16	3,331	6,230	7,539	3,324	5,406	3,959	4,721	863	816	802	198	217	2,170
17	5,959	5,096	5,545	2,340	3,245	3,508	4,589	562	589	598	108	101	2,049
18	5,815	5,482	6,168	2,284	3,946	4,034	5,423	344	397	390	83	80	1,681
19	2,869	1,055	2,749	1,092	1,592	1,101	2,253	156	156	164	195	90	288
20	6,276	4,663	5,790	2,691	3,441	2,937	3,728	285	282	273	42	71	1,773
21	3,050	1,343	2,656	1,458	1,903	1,920	2,077	235	155	135	40	44	683
22	2,533	1,541	2,150	1,067	1,489	1,338	1,671	120	56	47	80	77	775
23	8,073	6,456	7,618	2,925	3,907	5,001	5,233	552	539	532	88	15	2,477
24	4,174	3,961	3,643	1,787	2,031	1,935	3,151	260	212	205	77	53	1,322
25	4,239	2,119	4,185	1,220	1,714	1,776	1,850	264	217	215	42	34	555
26	4,819	3,222	4,603	2,184	2,602	2,570	3,015	331	285	251	66	2	1,455
27	4,952	2,407	4,642	2,141	2,892	2,606	2,454	574	485	452	167	105	1,219
28	2,798	1,768	2,550	1,199	1,848	1,438	2,979	202	202	202	.....	.....	632
29	4,585	6,045	4,062	1,627	2,337	1,680	6,372	223	201	188	32	3	1,896
30	3,490	1,462	2,836	1,140	1,806	1,835	2,200	143	139	126	117	33	389
31	3,103	1,650	2,917	959	1,557	1,493	3,074	237	172	207	60	6	665
32	2,138	770	1,999	977	1,204	1,482	1,161	237	184	169	102	21	1,151
33	3,804	1,121	3,653	1,589	2,070	1,979	1,723	372	264	239	30	40	566
34	10,459	8,521	9,102	4,297	6,366	5,355	9,524	949	774	685	266	199	2,160
35	3,039	1,344	2,798	995	1,130	1,428	1,660	222	136	134	75	53	544
36	4,745	2,334	4,158	1,692	2,461	1,921	2,521	262	239	199	114	33	653
37	3,946	4,000	3,615	742	1,712	1,245	2,522	142	122	114	57	20	371
38	3,489	2,395	3,384	1,651	2,090	1,951	1,618	300	278	263	105	48	720
39	5,769	3,977	5,243	2,269	3,676	2,856	3,826	379	353	319	80	99	1,434
40	3,324	1,727	3,081	1,507	2,136	1,500	2,284	225	223	217	153	60	1,248
41	7,933	5,598	8,002	2,728	3,857	3,568	5,154	277	260	245	108	37	1,291
42	2,765	1,361	2,056	887	1,331	1,390	1,308	114	83	58	10	3	387
43	1,368	727	1,402	562	752	646	848	49	47	40	22	4	180
44	1,936	1,214	1,773	689	1,036	907	1,686	98	66	65	16	16	313
45	14	55	14	6	14	.....	.....	.....	.....	.....	.....	.....	.....
	192,506	133,440	175,476	71,698	105,941	107,618	135,850	13,245	11,514	10,891	4,079	2,528	44,219
1	915	1,008	817	387	687	687	1,508	.....	.....	.....	.....	.....	.....
2	2,626	2,626	1,740	537	1,333	2,626	2,626	49	.....	.....	49	.....	.....
3	1,190	1,503	1,190	312	601	312	1,503	.....	.....	.....	.....	.....	.....
4	1,199	1,774	1,774	338	808	867	1,774	143	.....	.....	.....	.....	.....
5	6,849	8,157	6,907	2,414	2,902	4,859	8,348	478	478	478	1,777	663	.....
6	1,853	2,688	1,947	682	1,093	1,669	2,688	.....	.....	.....	.....	.....	.....
7	5,788	5,788	2,499	877	2,042	5,788	5,788	.....	.....	.....	.....	.....	.....
8	2,547	2,990	2,547	1,350	2,557	2,557	5,023	205	205	205	.....	.....	.....
9	903	.....	903	257	433	433	1,504	.....	.....	.....	.....	.....	.....
10	1,215	.....	1,215	398	853	1,215	2,045	.....	.....	.....	.....	.....	.....
11	1,399	666	1,109	405	769	1,061	1,518	.....	.....	.....	.....	.....	.....
12	29,635	29,963	28,925	4,880	7,477	19,144	29,380	3,457	866	851	.....	.....	1,784
13	1,355	2,133	1,454	282	699	2,520	2,520	.....	.....	.....	.....	.....	.....
14	957	1,642	645	330	645	805	.....	.....	.....	.....	.....	.....	.....
	58,431	60,938	53,672	13,449	22,899	44,543	66,225	4,332	1,549	1,534	1,826	663	1,784

THE PUBLIC

II.—Table B.—Number of pupils in the

Towns.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Alliston	68	50	60	61	61	70	370	370	370
2 Almonte	81	79	103	61	73	.....	397	397	397
3 Amherstburg	73	60	37	33	51	28	282	282	282
4 Arnprior	201	116	127	95	103	.....	642	642	642
5 Aurora	80	39	85	83	59	.....	346	346	346
6 Aylmer	85	51	114	106	111	.....	467	467	467
7 Barrie	203	162	271	252	216	.....	1,104	1,104	1,104
8 Berlin	259	219	421	333	191	.....	1,423	1,423	1,423
9 Blenheim	85	87	105	52	36	38	403	403	400
10 Bothwell	39	25	36	34	32	41	207	207	191
11 Bowmanville	87	58	122	100	114	.....	481	481	481
12 Bracebridge	211	134	121	94	64	44	624	668	657
13 Brampton	105	72	81	152	102	.....	512	512	512
14 Brockville	343	151	297	323	207	.....	1,321	1,321	1,321
15 Carleton Place	199	182	118	162	159	.....	820	820	820
16 Clinton	85	92	95	120	79	.....	471	471	471
17 Cobourg	89	92	103	166	110	.....	560	560	560
18 Collingwood	370	194	251	227	291	.....	1,333	1,333	1,333
19 Cornwall	167	119	120	104	123	.....	633	633	633
20 Deseronto	235	121	153	91	59	.....	659	659	659
21 Dresden	103	73	58	63	46	61	404	404	404
22 Dundas	132	109	70	105	140	.....	556	556	556
23 Dunnville	120	93	67	77	89	.....	446	446	278
24 Durham	85	61	60	59	62	78	372	405	372
25 Essex	102	54	63	63	50	.....	332	332	332
26 Forest	66	55	73	41	70	.....	305	305	305
27 Fort William	292	144	114	105	159	.....	814	814	814
28 Galt	272	138	300	371	277	.....	1,358	1,358	1,358
29 Gananoque	166	124	168	178	149	.....	785	785	785
30 Goderich	101	83	138	206	133	.....	661	661	661
31 Gore Bay	44	42	74	42	48	32	248	280	248
32 Gravenhurst	189	105	104	94	112	.....	540	540	540
33 Harrison	56	28	95	86	80	.....	345	345	345
34 Hawkesbury	52	24	27	32	29	.....	164	164	164
35 Hespeler	79	79	135	123	60	9	485	485	485
36 Huntsville	173	73	124	102	68	20	560	560	420
37 Ingersoll	156	65	204	199	149	.....	773	773	773
38 Kincardine	80	50	94	101	112	.....	437	437	437
39 Kingsville	101	71	92	63	48	27	402	402	402
40 Leamington	147	107	131	102	86	.....	573	573	573
41 Lindsay	280	97	251	249	225	.....	1,102	1,013	1,102
42 Listowel	146	83	96	152	143	.....	620	620	391
43 Little Current	45	61	44	26	46	13	235	235	235
44 Mattawa	28	15	13	11	26	16	109	109	109
45 Meaford	105	82	72	66	55	.....	380	380	380
46 Midland	284	132	210	104	96	43	869	869	869
47 Milton	83	60	51	58	65	60	377	377	377
48 Mitchell	55	66	57	110	135	.....	423	423	423
49 Mount Forest	98	55	100	97	91	.....	441	441	441
50 Napanee	105	97	102	115	193	.....	612	612	612
51 Newmarket	122	59	91	94	64	.....	430	430	430
52 Niagara	50	21	58	56	81	.....	266	266	266
53 Niagara Falls	153	94	124	196	157	.....	724	724	477
54 North Bay	156	76	70	58	66	92	476	518	476
55 North Toronto	182	94	96	92	61	10	525	535	535
56 Oakville	70	70	66	95	52	.....	353	353	353
57 Orangeville	108	113	91	122	111	.....	545	545	545
58 Orillia	200	167	207	178	207	44	1,003	1,003	1,003
59 Oshawa	204	105	158	205	141	.....	813	813	813
60 Owen Sound	374	195	366	320	312	.....	1,567	1,567	1,567
61 Palmerston	106	65	53	76	72	37	409	409	409
62 Paris	117	83	79	143	90	.....	512	512	512
63 Parkhill	40	42	42	48	35	.....	227	227	227

THE PUBLIC

II.—Table B.—Number of pupils in the

Towns.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
64 Parry Sound	295	140	102	109	101	48	782	782	782
65 Pembroke	180	94	106	92	178	.....	650	650	650
*66 Penetanguishene.....	243	111	74	104	74	20	626	626	435
67 Perth	129	68	113	109	122	.....	541	541	541
68 Peterborough.	391	238	298	353	345	.....	1,675	1,675	1,675
69 Petrolea	260	151	138	187	158	.....	894	894	894
70 Picton	130	85	126	109	150	.....	600	600	600
71 Port Arthur	189	156	89	86	63	.....	583	583	583
72 Port Hope	211	106	180	169	177	.....	843	843	632
73 Prescott	93	105	49	52	108	.....	407	407	407
74 Preston	65	89	98	69	49	.....	370	370	305
75 Rat Portage	286	207	128	184	90	89	984	984	984
76 Renfrew	116	58	60	103	101	.....	443	443	443
77 Ridgetown	123	58	111	91	102	.....	485	485	485
78 St. Mary's	106	61	100	139	145	.....	551	551	494
79 Sandwich	28	11	19	30	17	.....	105	105	105
80 Sarnia	435	266	231	213	288	.....	1,433	1,433	1,433
81 Sault Ste. Marie....	541	212	194	209	147	79	1,303	1,303	1,303
82 Seaforth	67	73	64	124	94	.....	422	422	422
83 Simcoe	85	63	105	85	128	.....	466	466	466
84 Smith's Falls	345	144	201	213	201	.....	1,104	1,104	1,104
85 Stayner	78	42	55	59	38	41	289	313	286
86 Strathroy	101	80	125	105	134	.....	545	545	545
87 Sturgeon Falls	36	27	46	25	41	3	178	178	178
88 Sudbury	60	32	37	37	48	16	230	230	230
89 Thessalon	88	42	34	25	48	10	247	247	247
90 Thornbury	40	29	18	37	35	12	171	171	171
91 Thorold	69	54	64	76	70	.....	333	333	333
92 Tilsonburg	65	52	100	97	113	.....	427	427	427
93 Toronto Junction ..	411	251	217	282	250	.....	1,411	1,411	1,411
94 Trenton	206	142	147	145	70	.....	710	710	710
95 Uxbridge	60	73	78	99	63	.....	363	363	363
96 Vankleekhill	53	18	33	42	43	.....	189	189	189
97 Walkerton	106	78	81	112	118	.....	495	495	495
98 Walkerville	61	57	50	50	71	.....	289	289	289
99 Wallaceburg	139	89	93	65	114	92	535	585	553
100 Waterloo	129	78	89	204	130	.....	630	630	630
101 Welland	68	62	63	95	86	.....	374	374	374
102 Whitby	85	56	63	82	110	.....	396	396	396
103 Wiarton	135	117	118	145	75	.....	590	590	590
104 Wingham	117	64	109	113	69	70	542	542	542
Totals	15,117	9,602	11,714	12,262	11,316	1,243	60,848	60,990	59,575
Totals.									
1 Counties, etc	65,611	43,214	53,398	56,451	53,654	12,407	277,605	278,418	270,848
2 Cities	13,832	9,053	13,443	15,902	13,574	2,826	68,627	68,627	68,627
3 Towns	15,117	9,602	11,714	12,262	11,316	1,243	60,848	60,990	59,575
4 Grand totals, 1901 ...	94,560	61,869	78,555	84,615	78,544	16,476	407,080	408,035	399,050
5 " " 1900	94,742	62,482	80,565	86,699	78,912	16,697	411,533	413,321	401,877
6 Increases									
7 Decreases	182	613	2,010	2,034	368	221	4,453	5,286	2,827
8 Percentages	23	15	19	20	19	4	98	98	96

* Including Protestant Separate School.

SCHOOLS.—Continued.

various branches of instruction.—Concluded.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
64	347	282	414	208	245	282	646	35	48	48	35	48	.....
65	650	650	650	178	281	281	650						
66	378	327	251	143	192	50		20	20	20	20	7	
67	344	541	297	122	189	122	541						
68	996	658	996	230	698	698	1,135						
69	538	894	483	158	187	894	894						
70	600	600	600	150	260	600	600						
71	311	73	238	57	149	149	55						
72	526	490	526	177	250	346	346						
73	314	407	407	160	160	160	407						
74	216	370	216	49	118	216	370						
75	491	934	363	179	363	984	984	60	89	85	60	54	
76	327	443	269	102	167	219	443						
77	304	383	304	102	102	102	383						
78	384	.....	422	145	284	145	56						
79	75	65	105	45	45	17							
80	864	1,252	1,433	349	501	1,067	1,433						
81	1,102	520	520	147	395	424	253	56	79	78	56	79	
82	311	422	311	94	140	311	422						
83	466	466	213	128	167	318	466						
84	1,104	1,104	1,104	201	283	1,104	1,104						
85	219	142	313	62	101	77	313	17	40	40	15	24	
86	364	545	364	75	239	545	545						
87	178	178	178	44	69	41		7	3			2	
88	162	129	230	101	101	85	230	16	16	16	16		
89	122	122	117	59	83	83		18	10	10	10	10	59
90	171	171	131	47	102	171	171	12	12	12		12	12
91	279	.....	298	70	163	210							
92	362	427	362	163	230	259	427						
93	749	1,411	749	250	282	250	1,411						
94	362	710	504	70	215	70	640						
95	313	363	313	63	110	162	313						
96	136	104	118	43	85	85	189						
97	367	285	425	118	230	230	307						
98	289	289	289	71	121	289	289						
99	572	592	453	250	250	272	459	53	92	92	53	81	.....
100	469	223	469	130	211	130							
101	306	.....	306	86	181	244	86						
102	396	396	396	.....	.....	396	396						
103	365	590	234	75	234	234	371						
104	361	403	361	139	139	69		70	70	70	38	32	.....
44,452		43,987	42,767	13,455	21,960	31,939	43,019	1,733	1,274	1,183	744	785	264
1	192,506	133,440	175,476	71,698	105,941	107,618	135,850	13,245	11,514	10,891	4,079	2,528	44,219
2	58,431	60,938	53,672	13,449	22,899	44,543	66,225	4,332	1,549	1,534	1,826	663	1,784
3	44,452	43,987	42,767	13,455	21,960	31,939	43,019	1,733	1,274	1,183	744	785	264
4	295,389	238,365	271,915	98,602	150,800	184,100	245,094	19,310	14,337	13,608	6,649	3,976	46,267
5	298,541	227,713	272,678	99,565	152,237	186,680	239,635	20,122	15,244	14,382	5,618	2,878	49,647
6	.....	10,652	.....	.....	.....	.....	5,459	.....	.....	.....	1,031	1,098	.....
7	3,152	.....	763	963	1,437	2,580	.....	812	907	774	.....	.....	3,380
8	71	57	66	24	36	44	59	5	3	3	2	1	11

THE PUBLIC

III.—TABLE C.—Teachers,

Counties (including incorporated villages, but not cities or towns), etc.	Number of teachers.	Male.	Female.	Salaries.		
				Highest salary paid.	Average salary, Male teacher.	Average salary, Female teacher.
				\$	\$	\$
1 Brant.....	70	24	46	575	413	304
2 Bruce.....	220	84	136	800	368	262
3 Carleton.....	137	42	95	600	369	276
4 Dufferin.....	105	19	86	650	350	265
5 Dundas.....	105	43	62	800	338	267
6 Durham.....	117	34	83	550	360	267
7 Elgin.....	133	47	86	500	378	264
8 Essex.....	134	51	83	600	362	275
9 Frontenac.....	151	25	126	500	281	233
10 Glengarry.....	84	16	68	550	318	254
11 Grey.....	249	85	164	750	348	259
12 Haldimand.....	94	27	67	700	372	279
13 Haliburton, N. E. Muskoka, S. Nipissing and E. Parry Sound.....	135	19	116	675	300	191
14 Halton.....	75	24	51	600	399	277
15 Hastings.....	206	60	146	750	353	264
16 Huron.....	221	88	133	750	375	274
17 Kent.....	150	45	105	600	405	305
18 Lambton.....	201	50	151	575	369	277
19 Lanark.....	132	20	112	600	284	234
20 Leeds and Grenville.....	261	59	202	550	296	239
21 Lennox and Addington.....	126	32	94	600	307	236
22 Lincoln.....	83	30	53	600	377	280
23 Middlesex.....	209	90	119	525	340	283
24 Norfolk.....	121	50	71	600	324	266
25 Northumberland.....	127	47	80	700	376	261
26 Ontario.....	138	53	85	800	372	278
27 Oxford.....	139	67	72	675	412	275
28 Peel.....	89	33	56	600	356	283
29 Perth.....	119	57	62	500	376	282
30 Peterborough.....	116	39	77	650	345	240
31 Prescott and Russell.....	115	24	81	800	330	231
32 Prince Edward.....	82	31	51	550	306	275
33 Renfrew.....	150	34	116	500	311	235
34 Simcoe and W. Muskoka.....	303	109	194	750	362	275
35 Stormont.....	88	29	59	475	309	246
36 Victoria and S. E. Muskoka.....	169	55	114	500	342	247
37 Waterloo.....	117	56	61	650	416	273
38 Welland.....	105	27	78	720	408	271
39 Wellington.....	170	64	106	600	364	280
40 Wentworth.....	97	38	59	550	393	287
41 York.....	213	91	122	700	400	287
42 Rainy River, Thunder Bay and Algoma.....	99	39	60	850	364	259
43 Manitoulin, etc.....	59	21	38	450	313	243
44 N. Nipissing and W. Parry Sound..	109	18	91	575	327	235
1 Totals, counties, etc.....	6,123	2,006	4,117	850	359	262
2 " cities.....	1,239	165	1,074	1,550	915	470
3 " towns.....	1,041	182	859	1,100	649	315
4 Grand totals, 1901.....	8,403	2,353	6,050	1,550	421	306
5 " " 1900.....	8,395	2,518	5,877	1,500	404	298
6 Increases.....	8		173	50	17	8
7 Decreases.....		165				
8 Percentages.....		28	72			

NOTE.—In addition there were 118 Kindergarten teachers and 22 Night School teachers.

SCHOOLS.—Continued.

Salaries, Certificates, etc.

		Certificates.						
		Number of certi- ficates.	Provincial 1st class.	Provincial 2nd class	First class, old County Board.	Second class, old County Board.	Third class.	Temporary.
1	52	70	12	40	.....	.....	18	.....
2	86	220	16	72	.....	.....	131	1
3	86	137	10	76	1	.....	50	.....
4	41	105	3	38	.....	.....	64	.....
5	41	105	4	37	1	.....	63	.....
6	53	117	3	52	.....	1	61	.....
7	62	133	8	63	.....	.....	62	.....
8	50	134	5	45	.....	.....	52	32
9	38	151	4	34	.....	2	77	34
10	30	84	3	27	.....	.....	48	6
11	86	249	7	82	1	.....	158	1
12	46	94	7	39	.....	.....	47	1
13	9	135	7	24	.....	.....	74	20
14	40	75	4	39	1	.....	31	.....
15	71	206	7	64	.....	.....	134	1
16	122	221	9	117	1	.....	94	.....
17	67	150	2	64	1	.....	83	.....
18	99	201	7	92	.....	.....	97	5
19	28	132	1	28	2	.....	100	1
20	67	261	6	63	.....	.....	151	1
21	31	126	2	30	.....	1	89	4
22	40	83	10	38	1	1	33	.....
23	107	209	8	100	.....	2	98	1
24	36	121	6	32	.....	2	81	.....
25	74	127	6	73	.....	1	47	.....
26	65	138	3	63	.....	.....	67	5
27	58	139	10	50	1	.....	78	.....
28	45	89	5	40	.....	.....	44	.....
29	69	119	2	67	.....	.....	50	.....
30	44	116	2	41	.....	.....	58	14
31	19	115	2	18	.....	.....	93	2
32	28	82	4	24	.....	.....	47	7
33	19	150	.....	19	.....	1	102	28
34	90	303	14	79	.....	.....	207	3
35	28	88	3	25	.....	2	58	.....
36	48	169	.....	47	.....	.....	111	11
37	72	117	8	65	.....	.....	44	.....
38	35	105	4	29	4	.....	67	1
39	84	170	11	77	1	.....	80	1
40	57	97	9	49	.....	.....	39	.....
41	126	213	12	121	1	.....	79	.....
42	31	99	6	48	1	.....	35	9
43	3	59	1	4	1	.....	7	42
44	6	109	3	19	.....	1	53	33
1	2,389	6,123	256	2,254	18	14	3,302	264
2	1,189	1,239	211	985	13	6	15	.....
3	849	1,041	134	744	15	4	131	6
4	4,427	8,403	601	3,983	46	24	3,448	270
5	4,135	8,395	575	3,742	46	22	3,819	123
6	292	8	26	241	.....	2	.....	147
7	.....	.....	.....	.....	.....	.....	371	.....
8	53	.....	7.15	47.40	.55	.29	41.03	3.21

THE PUBLIC

IV.—Table D.—School

Totals.	School Houses.					School Visits.				
	Number of Schools open.	Brick.	Stone.	Frame.	Log.	By Inspector.	By Trustees.	By Clergymen.	By other persons.	Total.
1 Counties, etc.....	5,274	2,217	432	2,303	322	10,625	7,671	3,405	22,195	43,896
2 Cities	169	146	18	5	.....	3,469	2,569	577	12,698	19,313
3 Towns ..	220	159	27	34	.....	1,984	2,280	449	3,909	8,622
4 Grand totals, 1901.....	5,663	2,522	477	2,342	322	16,078	12,520	4,431	38,802	71,831
5 " 1900.....	5,655	2,474	480	2,374	327	16,419	12,455	4,448	40,587	73,909
6 Increases.....	8	48	.....	.....	.....	.....	65	.....	.....	.....
7 Decreases .....	.....	.....	3	32	5	341	.....	17	1,785	2,078
8 Percentages .....	.....	45	8	41	6	22	18	6	54	.....

SCHOOLS.—*Continued.*

Houses, Prayers, etc.

Maps and Globes.		Examinations. Prizes.			Lectures.			Trees.				
Number of maps.	Number of globes.	Number of public examinations.	Number of schools distributing prizes or merit cards.	By Inspector.	By other persons.	Total.	Number of trees planted on Arbor Day.	Number of schools using authorized Scripture Readings.	Number of schools opened or closed with prayer.	Number of schools using the Bible.	Number of schools imparting religious instruction.	
1	42,931	4,574	2,184	428	1,191	178	1,369	9,713	3,105	5,091	2,144	872
2	7,696	254	191	95	5	13	18	+	58	169	142	5
3	2,776	309	74	30	54	53	107	213	100	214	119	5
4	53,403	5,137	2,449	553	1,250	244	1,494	9,926	3,263	5,474	2,405	882
5	54,054	5,056	2,558	583	1,250	267	1,517	9,892	3,232	5,467	2,293	900
6	.....	81	.....	.....	.....	.....	34	31	7	112	.....
	651	.....	109	30	.....	23	23	.....	.....	.....	18	
7	+9.44	+ .91	.....	10	84	16	.....	58	97	42	15	

‡ Shrubs, 30; plants, 14,210; bulbs, 5,660.

+ To each school.

THE PUBLIC

V.—Table E.—

Counties (including incorporated villages but not cities or towns), etc.	Receipts			
	Legislative grants.	Municipal grants and assessments.	Clergy reserve fund, balances, and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
1 Brant	2,423 00	27,160 41	21,992 77	51,576 18
2 Bruce	7,938 00	78,031 40	35,928 25	121,897 65
3 Carleton	4,780 00	49,137 38	17,443 75	71,361 13
4 Dufferin	3,245 00	35,731 83	17,236 56	56,213 39
5 Dundas	3,262 50	35,755 27	10,372 74	49,390 51
6 Durham	3,336 00	41,137 35	16,126 62	61,399 97
7 Elgin	4,713 00	47,087 52	29,855 46	81,655 98
8 Essex	5,004 00	52,597 89	21,486 69	79,088 58
9 Frontenac	3,972 00	38,155 71	15,136 00	57,263 71
10 Glengarry	2,633 00	25,678 48	9,131 63	37,443 11
11 Grey	8,654 00	86,052 62	28,541 46	123,248 08
12 Haldimand	3,104 00	33,057 09	14,449 98	50,611 07
13 Haliburton, N. E. Muskoka, S. Nipissing and E. Parry Sound	10,982 00	27,593 48	13,247 30	51,822 78
14 Halton	2,752 00	25,501 27	17,546 60	45,799 87
15 Hastings	7,572 00	59,028 87	31,147 38	97,748 25
16 Huron	8,206 00	85,397 61	43,239 66	136,843 27
17 Kent	6,413 00	56,682 07	47,337 26	110,432 33
18 Lambton	6,647 00	71,848 52	32,983 06	111,478 58
19 Lanark	4,165 00	34,978 55	14,138 33	53,281 88
20 Leeds and Grenville	6,833 00	77,363 64	27,344 66	111,541 30
21 Lennox and Addington	3,675 00	35,463 09	15,862 23	55,000 32
22 Lincoln	2,781 00	32,923 21	15,339 00	51,043 21
23 Middlesex	7,239 00	79,427 94	39,602 97	126,269 91
24 Norfolk	3,861 00	39,929 16	27,954 76	71,744 92
25 Northumberland	4,343 25	46,222 31	21,408 49	71,974 05
26 Ontario	5,482 00	52,557 95	24,264 75	82,404 70
27 Oxford	4,958 00	54,679 34	42,284 39	101,924 73
28 Peel	2,841 00	32,301 51	14,411 97	49,554 48
29 Perth	4,362 00	53,373 22	29,081 88	86,817 10
30 Peterborough	4,267 40	34,707 69	11,167 59	50,142 68
31 Prescott and Russell	4,037 00	34,212 36	14,421 50	52,670 86
32 Prince Edward	2,363 00	24,523 38	10,326 96	37,213 34
33 Renfrew	6,252 00	38,406 88	15,969 74	60,628 62
34 Simcoe and W. Muskoka	16,704 00	98,612 77	50,398 88	165,715 65
35 Stormont	2,809 00	27,695 32	7,667 35	38,171 67
36 Victoria and S. E. Muskoka	9,187 00	48,115 46	17,489 95	74,792 41
37 Waterloo	4,060 00	50,164 70	40,653 30	94,878 00
38 Welland	3,547 00	37,521 03	24,934 85	66,002 88
39 Wellington	6,249 00	62,595 55	35,510 78	104,355 33
40 Wentworth	3,646 00	33,945 89	25,594 76	63,186 65
41 York	7,236 00	83,513 67	49,047 29	139,786 96
42 Rainy River, Thunder Bay and Algoma	11,674 00	34,626 82	17,351 77	63,652 59
43 Manitoulin, etc	5,940 00	16,018 84	9,642 48	31,601 32
44 N. Nipissing and W. Parry Sound	11,875 00	23,459 69	14,118 18	49,452 87
45 Moose Fort	150 00			150 00
Totals	246,173 15	2,062,974 74	1,040,081 98	3,349,229 87
Cities:				
1 Belleville	1,137 05	11,418 83	1,519 53	14,075 41
2 Brantford	2,127 85	26,000 00	2,647 12	30,774 97
3 Chatham	1,248 00	13,064 76	1,559 42	15,872 18
4 Guelph	1,325 30	16,900 00	614 86	18,840 16
5 Hamilton	6,812 55	105,276 44	18,365 49	130,454 48
6 Kingston	2,272 21	24,877 00	3,927 75	31,076 95
7 London	5,534 60	86,125 68	20,701 26	112,361 54
8 Ottawa	4,304 75	110,431 00	36,953 59	151,689 34
9 St. Catharines	1,189 00	14,345 00	82 49	15,616 49
10 St. Thomas	1,590 50	18,957 99	949 85	21,518 34
11 Stratford	1,755 00	16,000 00	1,748 34	19,503 34
12 Toronto	25,829 70	462,076 00	54,588 24	542,493 94
13 Windsor	1,900 00	27,465 19	190 15	29,555 34
14 Woodstock	1,298 00	13,980 00	5,535 41	20,813 41
Totals	58,324 50	946,917 89	149,403 50	1,154,645 89

SCHOOLS.—Continued.

Financial Statement.

Expenditure.					
Teachers' salaries.	Sites, and building school houses.	Maps, apparatus, prizes and libraries.	Rent and repairs, fuel, and other expenses.	Total expenditure for all Public School purposes.	Balances.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 23,709 44	5,605 41	511 36	8,514 67	38,340 88	13,235 30
2 65,461 66	9,828 77	1,327 55	18,907 60	95,525 58	26,372 07
3 41,713 37	7,843 32	352 93	11,295 86	61,205 48	10,155 65
4 28,476 95	5,867 24	679 57	11,575 21	46,598 97	9,614 42
5 30,532 62	3,695 40	617 69	8,303 28	43,148 99	6,241 52
6 34,209 15	4,783 06	969 73	7,947 63	47,909 57	13,490 40
7 40,601 79	2,538 68	676 47	13,942 96	57,759 90	23,896 08
8 43,034 32	2,228 92	618 33	13,597 92	59,479 49	19,609 09
9 33,021 74	2,728 38	1,147 01	8,082 54	44,979 67	12,284 04
10 22,435 76	2,730 75	301 51	4,676 91	30,144 93	7,298 18
11 71,259 07	5,505 28	1,326 24	22,501 68	100,592 27	22,655 81
12 27,924 41	2,146 14	166 15	7,071 34	37,308 04	13,303 03
13 28,852 55	5,974 95	1,041 14	8,908 42	44,777 06	7,045 72
14 24,009 19	3,828 38	249 94	8,356 17	36,443 68	9,856 19
15 56,068 73	7,749 03	2,349 20	13,180 94	79,347 90	18,400 35
16 69,411 19	15,437 40	2,271 29	22,236 91	109,356 79	27,486 48
17 48,930 06	6,374 76	781 17	17,367 18	73,453 17	56,979 16
18 60,428 29	3,822 27	985 06	19,517 70	84,703 32	26,775 26
19 30,974 04	2,292 97	194 69	8,954 18	42,415 88	10,866 00
20 65,701 32	4,711 79	3,882 29	17,417 70	91,713 10	19,828 20
21 31,621 78	2,533 13	922 32	8,713 33	43,790 56	11,209 76
22 26,658 26	1,844 76	241 04	7,441 49	36,185 55	14,857 66
23 64,528 73	4,269 40	1,044 78	24,630 84	94,473 75	31,796 16
24 35,334 29	1,991 47	414 62	8,559 45	46,299 83	25,445 09
25 38,894 29	2,176 55	610 65	15,172 80	56,854 29	15,119 76
26 43,642 64	5,683 81	1,508 35	15,441 68	66,276 48	16,128 22
27 47,389 72	5,567 12	389 69	12,987 87	66,334 40	35,587 33
28 27,065 94	1,800 92	1,099 77	8,795 25	38,761 88	10,792 60
29 38,622 59	16,588 28	1,765 88	12,962 59	69,939 34	16,877 76
30 31,460 07	1,410 40	341 19	8,917 32	42,128 98	8,013 70
31 29,045 02	6,618 63	280 45	7,470 19	43,414 29	9,256 57
32 22,694 58	903 12	990 39	5,366 37	29,954 46	7,258 88
33 37,460 51	3,723 92	732 89	8,628 21	50,545 53	10,083 09
34 90,014 31	9,556 95	2,582 10	22,778 66	124,892 02	40,823 63
35 23,904 62	4,065 60	141 17	5,569 80	33,681 19	4,490 48
36 44,991 17	4,679 81	518 11	11,871 35	62,060 44	12,731 97
37 40,208 02	5,249 51	806 53	11,810 75	58,074 81	36,803 19
38 31,985 21	2,762 68	312 77	10,186 06	45,247 72	20,775 16
39 53,578 87	4,993 66	960 48	21,542 12	81,075 13	23,280 20
40 31,654 07	2,922 81	841 54	9,730 29	45,148 71	18,037 94
41 71,100 64	8,796 80	1,790 70	26,043 45	107,731 59	32,055 37
42 27,109 22	12,349 85	1,188 09	12,632 14	53,279 30	10,873 29
43 15,180 65	3,781 34	384 80	4,853 88	24,200 67	7,400 65
44 24,402 37	7,379 98	1,075 91	10,000 26	42,858 52	6,594 35
45 150 00	.....	.....	.....	150 00	.....
1,775,454 22	227,343 40	41,343 54	544,422 95	2,588,564 11	760,665 76
1 9,675 06	.....	87 99	2,968 77	12,731 82	1,343 59
2 20,113 63	181 03	1,645 72	8,834 59	30,774 97	.....
3 10,408 72	217 40	60 10	5,185 96	15,872 18	.....
4 13,527 03	.....	114 26	4,917 19	18,558 48	281 68
5 78,740 00	7,147 36	5,570 49	32,583 61	124,041 46	6,413 02
6 20,165 89	.....	1,718 61	9,192 45	31,076 95	.....
7 64,406 01	22,094 03	.....	25,187 26	111,687 20	674 24
8 53,881 10	32,886 14	3,011 96	27,407 91	117,187 11	34,502 23
9 11,868 77	.....	.....	3,713 99	15,582 76	33 73
10 16,378 87	.....	13 10	4,527 99	20,919 96	598 38
11 12,276 05	.....	1,625 21	5,602 08	19,503 34	.....
12 359,788 42	51,660 49	12,610 33	115,851 25	539,910 49	2,583 45
13 19,596 52	.....	155 87	9,551 43	29,303 82	251 52
14 11,609 85	.....	1,199 37	3,429 66	16,238 88	4,574 53
702,435 92	114,186 45	27,813 01	258,954 14	1,103,389 52	51,256 37

THE PUBLIC

V.—Table E.—

Towns.	Receipts.				Total receipts for all Public School purposes.
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve fund, balan- ces, and other sources.		
	\$ c.	\$ c.	\$ c.	\$ c.	
1 Alliston	219 00	1,772 55	524 36		2,515 91
2 Almonte	277 00	4,033 79	660 80		5,001 59
3 Amherstburg	131 00	2,865 00	221 90		3,217 90
4 Arnprior	295 00	3,758 30	1,977 22		6,030 52
5 Aurora	185 00	2,450 00	772 08		3,407 08
6 Aylmer	300 25	4,151 70	236 17		4,688 12
7 Barrie	792 00	9,554 03	426 25		10,772 28
8 Berlin	1,196 40	14,418 35	212 10		15,826 85
9 Blenheim	206 00	3,675 54	9,343 38		13,224 92
10 Bothwell	103 00	1,536 73	346 46		1,986 16
11 Bowmanville	350 00	4,550 00	272 14		5,172 14
12 Bracebridge	784 00	9,458 55	195 09		10,437 64
13 Brampton	497 00	4,000 00	518 56		5,015 56
14 Brockville	1,058 00	13,000 00	545 13		14,603 13
15 Carleton Place	496 00	4,700 00	1,061 60		6,257 60
16 Clinton	450 00	3,000 00	829 86		4,279 86
17 Cobourg	372 00	5,600 00	628 10		6,600 10
18 Collingwood	688 00	9,200 00	804 79		10,692 79
19 Cornwall	452 00	5,028 25	3,039 08		8,519 33
20 Deseronto	466 00	5,259 86	907 00		6,632 86
21 Dresden	195 00	2,800 00	5,274 70		8,269 70
22 Dundas	184 00	4,612 55	267 28		5,063 83
23 Dunnville	261 00	2,525 00	18 94		2,804 93
24 Durham	313 00	2,682 90	456 93		3,452 83
25 Essex	173 00	1,780 14	244 69		2,197 83
26 Forest	344 00	2,549 65	244 17		3,137 82
27 Fort William	530 00	8,204 98	1,491 46		10,226 44
28 Galt	1,078 55	13,350 00	406 70		14,835 25
29 Gananoque	593 00	5,175 17	190 59		5,958 76
30 Goderich	592 00	4,673 51	300 00		5,565 51
31 Gore Bay	523 00	1,302 00	427 86		2,252 86
32 Gravenhurst	229 00	4,415 78			4,644 78
33 Harriston	216 00	2,547 00	217 09		2,980 09
34 Hawkesbury	49 00	1,600 00	330 45		1,979 45
35 Hespeler	344 45	3,550 40	229 48		4,124 33
33 Huntsville	203 00	3,900 00	190 32		4,293 32
37 Ingersoll	705 90	6,052 00	472 39		7,230 29
38 Kincardine	413 00	3,337 00	682 55		4,432 55
39 Kingsville	169 00	3,180 00	4,227 88		7,576 88
40 Leamington	378 00	3,672 00	97 07		4,147 07
41 Lindsay	856 00	9,873 90	181 61		10,911 51
42 Listowel	310 00	3,340 00	3 78		3,653 78
43 Little Current	130 00	1,368 00	833 11		2,331 11
44 Mattawa	83 00	770 65	160 06		1,013 71
45 Meaford	383 00	2,660 00	55 78		3,098 78
46 Midland	277 00	4,317 35	957 26		5,551 61
47 Milton	308 00	2,756 02	986 35		4,050 37
48 Mitchell	407 00	2,600 00	368 23		3,375 23
49 Mount Forest	420 00	5,215 00	117 59		5,752 59
50 Napanee	512 00	4,960 00	407 84		5,879 84
51 Newmarket	392 00	2,500 00	490 70		3,382 70
52 Niagara	169 00	1,915 95	70 05		2,155 00
53 Niagara Falls	485 40	6,400 00	29 61		6,915 01
54 North Bay	891 00	3,801 25	968 79		5,661 04
55 North Toronto	229 00	4,075 00	138 45		4,442 45
56 Oakville	190 00	2,256 00	1,713 53		4,159 53
57 Orangeville	652 00	4,000 00	238 71		4,890 71
58 Orillia	462 00	14,600 00	138 74		15,200 74
59 Oshawa	503 00	5,950 00	448 25		6,901 25
60 Owen Sound	1,198 85	12,699 00	10,401 47		24,299 32
61 Palmerston	220 00	3,000 00	389 98		3,609 98
62 Paris	360 00	4,800 00	1,403 48		6,563 48
63 Parkhill	138 00	1,900 00	995 77		3,033 77
64 Parry Sound	908 00	8,150 00	213 22		9,271 22

SCHOOLS.—Continued.

Financial Statement.—Continued.

Expenditure.											
Teachers' salaries.		Sites, and building school houses.		Maps, apparatus, prizes and libraries.		Rent and repairs, fuel, and other expenses.		Total expenditure for all Public School purposes.		Balances.	
	\$	c.		\$	c.		\$	c.		\$	c.
1	2,070	21			65	48		360	92	2,496	61
2	3,542	69			28	00		1,412	24	4,982	93
3	2,191	00			40	50		895	11	3,126	61
4	3,301	25			17	10		842	87	4,161	22
5	1,989	60		28	32	03		753	17	2,773	12
6	3,131	00		669	53	31	59	856	00	4,688	12
7	7,845	00		265	46	69	90	2,355	06	10,535	42
8	11,071	44				739	65	3,803	69	15,614	78
9	2,629	19		8,862	93	71	35	1,628	46	13,191	93
10	1,527	10				19	43	409	97	1,956	50
11	4,174	00				26	45	971	69	5,172	14
12	2,775	72		3,045	75	44	76	1,870	19	7,736	42
13	3,512	23				27	90	1,087	23	4,627	36
14	9,402	71						4,744	29	14,147	00
15	4,439	18		413	15	57	52	1,228	66	6,138	51
16	2,834	00				4	00	1,231	12	4,069	12
17	4,190	00		300	61			2,109	49	6,600	10
18	6,845	24		498	30	100	00	2,770	45	10,213	99
19	4,592	98						1,680	41	6,273	39
20	4,438	33						1,006	06	5,444	39
21	2,572	07				10	00	431	69	3,013	76
22	4,016	11				3	30	1,004	29	5,023	70
23	2,231	76				10	35	512	50	2,754	61
24	2,607	96				26	25	379	92	3,014	13
25	1,806	58						332	29	2,138	87
26	2,340	00						532	50	2,872	50
27	5,208	92		54	45	68	15	4,894	92	10,226	44
28	10,673	03				150	00	3,801	62	14,624	65
29	4,305	00				50	52	1,384	50	5,740	02
30	4,383	54						1,181	97	5,565	51
31	1,517	18				19	20	311	68	1,848	06
32	2,873	79		383	98	60	50	1,163	84	4,482	11
33	2,170	00						666	78	2,836	78
34	1,224	68						650	06	1,874	74
35	2,900	40				75	57	906	29	3,882	26
36	3,080	24				95	00	915	07	4,090	31
37	5,341	40				57	76	1,552	57	6,951	73
38	3,103	64						919	33	4,022	97
39	2,425	00		4,137	65			655	05	7,217	70
40	3,083	88				7	30	692	75	3,783	93
41	8,007	87				50	00	2,844	52	10,902	39
42	2,945	90				17	15	534	06	3,497	11
43	968	75						195	32	1,164	07
44	535	03						403	45	938	48
45	2,520	10						574	62	3,094	72
46	3,920	00		237	03	153	11	922	32	5,232	46
47	2,680	53		370	80	129	24	407	12	3,587	69
48	2,715	22		24	00	61	43	393	68	3,194	33
49	2,879	08		1,700	00			1,079	74	5,658	82
50	3,995	75						1,094	85	5,090	60
51	2,430	50						562	08	2,992	58
52	1,540	00				10	00	475	78	2,025	78
53	5,166	75				84	29	1,597	17	6,848	21
54	3,323	18		361	14	47	70	1,922	40	5,654	42
55	3,120	92		42	95	118	20	1,160	38	4,442	45
56	1,865	00						679	69	2,544	69
57	3,743	06						969	75	4,712	81
58	6,691	71				28	29	1,799	36	8,519	36
59	4,809	18				54	85	1,530	27	6,394	30
60	10,799	00		8,900	00			4,551	77	24,250	77
61	2,385	00						1,178	50	3,563	50
62	3,750	00		1,267	35	53	62	1,492	51	6,563	48
63	1,650	00						409	34	2,059	34
64	4,841	41		2,898	70	199	58	882	52	8,822	21

THE PUBLIC

V.—Table E.—

Towns.	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve fund, balances, and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
65 Pembroke	345 00	4,719 42	26 50	5,090 92
66 *Penetanguishene	295 00	3,982 34	368 88	4,646 22
67 Perth	471 00	4,299 16	176 83	4,946 99
68 Peterborough	1,130 75	18,000 00	1,765 64	20,896 39
69 Petrolea	581 00	7,000 00	1,479 58	9,060 58
70 Picton	555 00	7,475 00	398 42	8,428 42
71 Port Arthur	249 00	4,735 38	14,150 00	19,134 38
72 Port Hope	704 00	6,516 15	504 00	7,724 15
73 Prescott	450 00	2,978 38	296 10	3,724 48
74 Preston	262 90	3,400 00	1,756 98	5,419 88
75 Rat Portage	1,211 00	13,500 00	185 37	14,896 37
76 Renfrew	365 00	5,913 04	478 32	6,756 36
77 Ridgetown	283 00	3,429 14	1,517 79	5,229 93
78 St Mary's	424 00	3,997 60	40 52	4,462 12
79 Sandwich	109 00	...	2,333 89	2,442 89
80 Sarnia	902 00	7,266 50	8,450 63	16,619 13
81 Sault Ste. Marie	1,137 00	9,945 00	307 83	11,389 83
82 Seaforth	299 00	3,300 00	525 63	4,124 63
83 Simcoe	522 35	4,626 33	547 62	5,696 30
84 Smith's Falls	638 00	7,313 57	9,222 38	17,173 95
85 Stayner	143 00	2,650 00	54 99	2,847 99
86 Strathroy	526 00	4,350 00	211 96	5,087 96
87 Sturgeon Falls	79 00	1,214 70	11,353 00	12,646 70
88 Sudbury	99 00	1,949 97	1,000 39	3,049 36
89 Thessalon	133 00	1,515 00	0 60	1,648 60
90 Thornbury	91 00	1,088 50	574 80	1,764 30
91 Thorold	162 00	3,026 55	423 40	3,611 95
92 Tilsonburg	269 00	3,712 25	106 47	4,087 72
93 Toronto Junction	972 25	21,050 00	2,080 71	24,102 96
94 Trenton	397 00	4,784 03	55 42	5,236 45
95 Uxbridge	208 00	2,761 28	...	2,969 28
96 Vankleek Hill	302 00	1,900 00	5,154 07	7,356 07
97 Walkerton	420 00	3,771 06	212 72	4,403 78
98 Walkerville	168 00	3,900 00	116 24	4,184 24
99 Wallaceburg	291 00	4,398 50	373 00	5,062 50
100 Waterloo	378 00	6,300 00	396 93	7,074 93
101 Welland	226 00	3,500 00	4,596 48	8,322 48
102 Whitby	397 00	4,450 00	105 37	4,952 37
103 Wiaton	253 00	2,468 68	251 96	2,973 64
104 Wingham	269 00	3,720 00	71 59	4,060 59
Totals	44,013 05	512,768 35	132,677 99	689,459 39
Totals.				
1 Counties, etc	246,173 15	2,062,974 74	1,040,081 98	3,349,229 87
2 Cities	58,324 50	946,917 89	149,403 50	1,154,645 89
3 Towns	44,013 05	512,768 35	132,677 99	689,459 39
4 Grand totals, 1901	348,510 70	3,522,660 98	1,322,163 47	5,193,335 15
5 " 1900	340,947 45	3,601,652 99	1,171,249 89	5,113,850 33
6 Increases	7,563 25	...	150,913 58	79,484 82
7 Decreases .....	...	78,992 01	...	...
8 Percentages	7	68	25	...

Cost per pupil: Counties, etc., \$9.09; cities, \$16.03; towns, \$10.39; Province, \$10.44.

* Including Protestant Separate School.

SCHOOLS.—*Concluded.*Financial Statement.—*Concluded.*

Expenditure.						Balances.
Teachers' salaries.	Sites, and building school houses.	Maps, apparatus, prizes and libraries.	Rent and repairs, fuel, and other expenses.	Total expenditure for all Public School purposes.		
\$ c	\$ c.	\$ c	\$ c.	\$ c.	\$ c.	
65 3,852 56	44 91		860 18	4,757 65	333 27	
66 3,112 07	334 00	4 00	734 17	4,184 24	461 98	
67 3,668 00		15 19	1,040 40	4,723 59	223 40	
68 14,147 90			6,748 49	20,896 39		
69 5,077 00			3,689 49	8,766 49	294 09	
70 4,155 51		309 05	1,068 14	5,532 70	2,895 72	
71 3,235 04	12,835 43	32 75	1,322 99	17,426 21	1,708 17	
72 5,750 00			1,974 15	7,724 15		
73 3,020 08		6 86	689 80	3,716 74	7 74	
74 2,931 00			877 56	3,808 56	1,611 32	
75 9,085 87	372 70	265 10	4,978 43	14,702 10	194 27	
76 3,100 25	880 56	3 33	2,300 54	6,284 68	471 68	
77 2,803 70	1,295 02	71 98	1,029 95	5,200 65	29 28	
78 3,165 98			1,212 15	4,378 13	83 99	
79 862 16			292 86	1,155 02	1,287 87	
80 8,249 33	5,616 81		2,752 99	16,619 13		
81 6,921 96		270 15	4,051 48	11,243 59	146 24	
82 2,585 00			701 43	3,286 43	838 20	
83 4,588 30		417 15	377 81	5,383 26	313 04	
84 5,288 88	8,950 00	186 44	1,967 56	16,392 88	781 07	
85 2,000 01	140 60		484 68	2,625 29	222 70	
86 3,929 45		9 35	1,019 85	4,958 65	129 31	
87 959 89	9,476 00	632 39	1,522 51	12,590 79	55 91	
88 1,615 00	150 00	52 20	336 85	2,154 05	895 31	
89 1,275 00			249 54	1,524 54	124 06	
90 1 050 00		1 96	392 72	1,444 68	309 62	
91 2,450 00		1 96	751 15	3,203 11	408 84	
92 3,049 00		24 00	936 57	4,009 57	78 15	
93 10,473 43	8,837 60	20 00	3,873 52	23,204 55	898 41	
94 2,936 53	489 06	50 00	1,506 72	4,982 31	254 14	
95 2,365 45			603 83	2,969 28		
96 1,897 10	4,969 50		352 40	7,219 00	137 07	
97 3,439 03		6 30	805 30	4,250 63	153 15	
98 2,629 40			1,551 38	4,180 78	3 46	
99 3,365 00		185 33	1,287 04	4,837 37	225 13	
100 4,499 48			2,085 54	6,585 02	489 91	
101 2,030 00	3,416 65	106 95	787 07	6,340 67	1,981 81	
102 3,835 00		13 80	1,033 89	4,882 69	69 68	
103 2,375 00			483 48	2,858 48	115 16	
104 3,156 38			898 56	4,054 94	5 65	
396,582 73	92,270 94	5,673 26	142,201 07	636,728 00	52,731 39	
1 1,775,454 22	227,343 40	41,343 54	544,422 95	2,588,564 11	760,665 76	
2 702 435 92	114,186 45	27,813 01	258,954 14	1,103,389 52	51,256 37	
3 396,582 73	92,270 94	5,673 26	142,201 07	636,728 00	52,731 39	
4 2,874,472 87	433,800 79	74,829 81	945,578 16	4,328,681 63	864,653 52	
5 2,809,246 04	359,137 56	65,323 90	994,824 43	4,228,531 93	885,318 40	
6 65,226 83	74,663 23	9,505 91		100,149 70		
7			49,246 27		20,664 88	
8 66	10	2	22			

ROMAN CATHOLIC

I.—Table F.—Financial

Counties (including incorporated villages but not cities or towns,) etc.	Number of Schools.	Receipts.				Expendi-
		Legislative grants.	School rate on supporters.	Subscribed and from other sources.	Total amount received.	Teachers' salaries.
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Bruce	7	453 00	4,711 58	1,819 49	6,984 07	3,355 00
2 Carleton	16	887 00	6,983 79	6,709 98	14,580 77	5,439 58
3 Essex	16	869 00	6,378 19	8,967 27	16,214 46	6,787 81
4 Frontenac	11	595 00	3,346 70	2,220 76	6,162 46	2,630 15
5 Grey	7	282 00	1,728 35	792 92	2,803 27	1,650 00
6 Hastings	7	281 00	1,795 62	432 15	2,508 77	1,660 00
7 Huron	6	250 00	2,586 04	439 29	3,275 33	1,915 00
8 Kent	8	466 00	2,982 57	1,558 68	5,007 25	2,668 75
9 Lambton	2	59 00	561 06	205 79	825 85	496 75
10 Lanark	3	157 00	649 42	92 02	898 44	665 00
11 Leeds and Grenville	5	286 00	1,426 53	527 09	2,239 62	1,304 30
12 Lennox and Addington	2	100 00	521 78	54 19	675 97	516 00
13 Lincoln	2	71 00	1,080 69	381 08	1,532 77	770 00
14 Middlesex	6	227 00	1,774 86	550 71	2,552 57	1,580 00
15 Norfolk	1	47 00	249 02	436 54	732 56	320 00
16 Northumberland	16	292 00	1,845 95	927 89	3,065 84	1,597 55
17 Ontario	1	87 00	155 21	758 40	1,000 61	625 00
18 Peel	1	60 00	146 12	36 39	242 51	220 00
19 Perth	4	160 00	1,444 14	1,715 86	3,320 00	1,080 00
20 Peterborough	1	13 00	245 75	32 90	291 65	225 00
21 Prescott and Russell	68	2,616 00	21,576 11	8,586 44	32,778 55	18,651 04
22 Renfrew	11	961 00	3,346 08	2,026 16	6,333 24	2,910 43
23 Simcoe	4	308 00	1,444 05	233 26	1,985 31	1,273 75
24 Stormont, Dundas and Glen- garry	11	645 00	4,524 09	2,021 07	7,190 16	4,588 76
25 Waterloo	7	287 00	3,536 56	1,865 90	5,689 46	2,895 32
26 Wellington	8	344 00	2,975 98	1,625 74	4,945 72	2,241 53
27 Wentworth	1	58 00	135 72	42 00	235 72	210 00
28 York	2	48 00	481 55	365 62	895 17	495 00
29 Algoma District, etc.	2	200 00	1,110 00	910 85	2,220 85	1,082 50
30 Nipissing "	15	1,500 00	2,545 50	2,033 99	6,079 49	3,214 70
	241	12,609 00	82,289 01	48,370 43	143,268 44	73,068 92
Cities.						
1 Belleville	3	284 00	1,349 09	540 90	2,173 99	1,386 00
2 Brantford	2	225 00	1,654 45	1,625 18	3,504 63	1,100 00
3 Chatham	1	171 00	1,394 14	13,876 97	15,442 11	1,426 61
4 Guelph	3	262 00	2,404 68	271 45	2,938 13	1,275 00
5 Hamilton	8	983 00	11,938 46	2,824 70	15,746 16	5,890 00
6 Kingston	4	471 00	5,967 00	330 41	6,768 41	3,260 00
7 London	7	581 00	7,044 14	4,833 71	12,458 85	2,866 67
8 Ottawa	23	3,675 00	38,675 00	8,623 06	50,973 06	22,890 00
9 St. Catharines	3	245 00	4,084 27	295 19	4,624 46	1,946 60
10 St. Thomas	1	140 00	1,276 50	38 63	1,455 13	900 00
11 Stratford	1	226 00	2,468 67	399 15	3,093 82	1,300 00
12 Toronto	20	3,118 00	41,211 13	44,457 94	88,787 07	16,705 56
Totals	76	10,381 00	119,467 53	78,117 29	207,965 82	60,946 44

SEPARATE SCHOOLS.

Statement, Teachers, etc.

ture.					Teachers.														
Sites and building school houses.		Maps, apparatus, prizes and libraries.		All other purposes.		Total amount expended.		Balances.		Number of teachers.		Male.		Female.		Average salary, male.		Average salary, female. (In addition, members of Religious Orders received free residence.)	
\$	c.	\$	c.	\$	c.	\$	c.	\$	c.							\$	\$		
1	497 21	220 21		1,569 90		5,642 32		1,341 75		15	3	12	415			193			
2	5,667 26	497 45		2,185 33		13,789 62		791 15		25	1	24	350			203			
3	5,256 35	299 88		3,166 37		15,510 41		704 05		26	5	21	365			231			
4	1,463 77	60 00		1,072 33		5,226 25		936 21		11	2	9	192			247			
5	16 80			441 92		2,108 72		694 55		7		7				239			
6	217 40	3 25		259 10		2,139 75		369 02		7		7				246			
7	13 60	27 12		851 70		2,807 42		467 91		7	2	5	375			253			
8	239 29			685 45		3,593 49		1,413 76		10	1	9	400			263			
9				86 06		582 81		243 04		2		2				250			
10	1 80			115 99		782 79		115 65		3		3				222			
11	242 23	18 75		463 51		2,028 79		210 83		7		7				206			
12	2 15			84 94		603 09		72 88		2		2				277			
13	320 00	12 82		247 30		1,350 12		182 65		4		4				200			
14	29 90	34 00		608 58		2,252 48		300 09		6		6				263			
15		34 20		102 77		456 97		275 59		1		1				320			
16	578 00	15 27		468 66		2,649 48		416 36		7		7				233			
17				202 83		827 83		172 78		2	1	1	400			225			
18				22 51		242 51				1		1				220			
19	1,294 67	13 66		426 30		2,814 63		505 37		4	1	3	340			247			
20				50 87		275 87		15 78		1		1				225			
21	3,077 51	372 18		3,150 51		25,251 24		7,527 31		85	14	71	266			220			
22	738 65	33 15		734 25		4,416 48		1,516 76		14		14				214			
23	195 45	21 76		263 50		1,754 46		230 85		7	1	6	390			172			
24	410 88	20 27		1,455 04		6,474 95		715 21		20	3	17	342			224			
25	532 28	129 92		501 27		4,058 79		1,630 67		12	1	11	420			225			
26	1,404 46	51 82		688 47		4,386 28		559 44		10	2	8	257			216			
27		5 00		20 72		235 72				1		1				210			
28	7 50	7 15		234 67		744 32		150 85		2		2				210			
29	849 09	4 00		196 66		2,132 25		88 60		3		3				317			
30	474 90	40 40		881 97		4,611 97		1,467 52		15	3	12	295			217			
	23,531 15	1,922 26		21,229 48		119,751 81		23,516 63		317	40	277	316			224			
1	2 93			722 73		2,111 66		62 33		6	1	5	600			208			
2	456 77	16 53		1,914 20		3,487 50		17 13		5		5				220			
3	7,244 08			1,766 09		10,436 78		5,005 33		6		6				200			
4		47 90		1,385 97		2,708 87		229 26		8		8				212			
5	3,248 42	1,248 18		4,032 66		14,419 26		1,326 90		37		37				170			
6	1,590 50			1,594 08		6,444 58		323 83		13	1	12	700			227			
7	6,999 15	681 50		2,102 36		12,349 68		109 17		18		18				200			
8	3,260 00	120 00		24,516 52		50,786 52		186 54		96	5	91	630			203			
9	1,210 50	19 50		1,398 90		4,575 50		48 96		9	1	8	500			180			
10		50 00		452 63		1,402 63		52 50		5		5				180			
11	507 75	66 92		855 56		2,730 23		363 59		6		6				217			
12	43,420 80	1,815 00		25,752 39		87,693 75		1,033 32		101	26	75	300			200			
	67,640 90	4,065 53		66,494 09		199,146 96		8,818 86		310	34	276	375			198			

ROMAN CATHOLIC

I.—Table F.—Financial

Towns.	No. of Schools.	Receipts.				Expendi- Teachers' Salaries.
		Legislative grants.	School rate on sup- porters.	Subscribed and from other sources.	Total amount received.	
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Almonte	1	110 00	901 80	609 61	1,621 41	858 50
2 Amherstburg	1	223 00	881 54	892 01	1,996 55	1,136 00
3 Arnprior	2	172 00	2,394 47	632 99	3,199 46	1,700 00
4 Barrie	1	100 00	1,427 97	970 96	2,498 93	900 00
5 Berlin	1	263 00	2,449 90	480 21	3,193 11	1,500 80
6 Brockville	1	160 00	2,258 38	140 43	2,558 81	1,822 50
7 Cobourg	1	145 00	900 00	56 89	1,101 89	800 00
8 Cornwall	3	445 00	4,300 00	1,130 80	5,875 80	3,370 00
9 Dundas	1	75 00	854 00	514 14	1,443 14	600 00
10 Galt	1	56 00	547 93	41 84	645 77	325 00
11 Goderich	1	57 00	610 29	10 17	677 46	500 00
12 Hawkesbury	1	213 00	1,897 00	.....	2,110 00	1,600 00
13 Ingersoll	1	71 00	892 36	6 30	969 66	575 00
14 Lindsay	2	206 00	2,050 70	1,428 90	3,685 60	2,110 54
15* Mattawa	1	397 07	3,041 01	299 25	3,737 33	1,653 61
16 Newmarket	1	41 00	264 21	286 94	592 15	290 00
17 Niagara Falls	1	90 00	877 93	103 09	1,071 02	600 00
18 North Bay	2	97 00	1,650 00	58 02	1,805 02	1,056 03
19 Oakville	1	20 00	225 70	80 00	325 70	250 00
20 Orillia	1	113 00	2,194 78	925 78	3,233 56	1,306 55
21 Oshawa	1	59 00	370 00	300 00	729 00	418 00
22 Owen Sound	1	74 00	856 55	546 50	1,477 05	385 00
23 Paris	1	48 00	565 16	472 93	1,087 14	400 00
24 Parkhill	1	35 00	284 19	87 86	407 05	314 00
25 Pembroke	1	273 00	2,857 00	417 99	3,547 99	2,681 91
26 Perth	1	135 00	960 00	220 54	1,315 54	800 00
27 Peterborough	3	418 00	4,004 20	816 15	5,238 35	3,949 00
28 Picton	1	38 00	390 00	618 73	1,046 73	396 65
29 Port Arthur	1	93 00	894 53	472 49	1,460 02	990 00
30 Prescott	1	158 00	1,149 75	527 54	1,835 29	1,120 00
31 Preston	1	48 00	449 08	343 32	840 40	325 00
32 Rat Portage	2	161 00	1,800 00	553 00	2,514 00	1,100 00
33 Kenfrew	2	161 00	2,766 89	863 85	3,791 74	1,530 53
34 St. Mary's	1	41 00	400 86	359 59	801 45	325 00
35 Sandwich	1	56 00	.....	930 72	986 72	669 30
36 Sarnia	1	106 00	1,264 75	289 41	1,660 16	925 00
37 Sault Ste. Marie	1	80 00	1,032 47	639 70	1,752 17	955 00
38 Sturgeon Falls	1	63 00	784 48	557 48	1,404 96	864 70
39 Sudbury	1	87 00	1,200 00	685 87	1,972 87	750 00
40 Thorold	1	72 00	1,058 00	217 49	1,347 49	700 00
41 Trenton	1	151 00	2,098 16	555 32	2,804 48	1,348 55
42 Vankleekhill	1	131 00	940 00	386 39	1,457 39	900 00
43 Walkerton	1	114 00	805 91	97 58	1,017 49	575 00
44 Wallaceburg	1	61 00	1,000 00	190 85	1,251 85	725 02
45 Waterloo	1	62 00	900 00	130 39	1,092 39	500 00
46 Whitby	1	28 00	200 00	76 59	304 59	231 36
Totals	55	5,807 07	59,652 95	20,026 66	85,486 68	46,832 75
Totals.						
1 Counties, etc	241	12,609 00	82,289 01	48,370 43	143,268 44	73,068 92
2 Cities	76	10,381 00	119,467 53	78,117 29	207,965 82	60,946 44
3 Towns	55	5,807 07	59,652 95	20,026 66	85,486 68	46,832 75
4 Grand totals, 1901	372	28,797 07	261,409 49	146,514 33	436,720 94	180,848 11
5 " 1900	355	28,953 93	245,992 71	121,190 77	396,137 41	176,031 65
6 Increases	17	.....	15,416 78	25,323 61	40,583 53	4,816 46
7 Decreases .....	.....	156 86	.....	.....	.....	.....
8 Percentages .....	.....	6 59	59 86	33 55	.....	46 17
Cost per pupil:		\$ c.				
Counties		7 28				
Cities		11 92				
Towns		6 74				
Province		8 90				

* No report received; previous statistics, except legislative grant.

SEPARATE SCHOOLS.—Continued.

Statement, Teachers, etc.—Concluded.

ture.				Teachers.					
Sites and building school houses.	Maps, apparatus, prizes and libraries.	All other purposes.	Total amount expended.	Balances.	Number of teachers.	Male.	Female.	Average salary made.	Av. salary, female, (in addition mbs. of Rel. Orders rec'd free resnce.)
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.				\$	\$
1 173 45		589 46	1,621 41		3	1	2	500	232
2 74 78	275 92	400 86	1,887 56	108 99	5		5		240
3 144 00		764 97	2,608 97	590 49	6	1	5	600	200
4 320 94		620 58	1,841 52	657 41	4		4		225
5 292 33		531 41	2,823 74	869 37	8		8		187
6		652 56	2,475 06	83 75	8		8		223
7		246 20	1,046 20	55 69	4		4		200
8 74 36	20 00	2,373 85	5,838 21	37 59	14	1	13	550	217
9		203 22	803 22	639 92	3		3		200
10 99 00		221 77	645 77		1		1		325
11	8 50	118 63	627 13	50 33	2		2		200
12 175 00	10 00	325 00	2,110 00		8		8		200
13		330 14	905 14	64 52	2		2		287
14	32 70	454 46	2,597 70	1,087 90	7	1	6	650	250
15 1,030 89	144 41	564 05	3,392 96	344 37	5	1	4	550	200
16		212 15	502 15	90 00	1		1		290
17 70 98	20 00	280 00	970 98	100 04	3		3		200
18 250 00		471 72	1,777 75	27 27	4		4		312
19 20 00		31 70	301 70	24 00	1		1		250
20 272 90	4 12	324 77	1,908 34	1,325 22	4		4		337
21		272 49	690 49	38 51	2		2		200
22 333 80		143 40	862 20	614 85	2		2		192
23		133 86	533 86	553 28	2		2		200
24 57 50		35 55	407 05		1		1		300
25 341 31		509 96	3,533 18	14 81	10	1	9	625	221
26 309 54		200 00	1,309 54	6 00	4		4		200
27 58 45		1,230 90	5,238 35		14	1	13	900	245
28	62 92	93 65	553 22	493 51	2		2		225
29 65 65		329 03	1,384 68	75 34	3		3		300
30 35 70		679 59	1,835 29		4	1	3	500	200
31 146 95		111 89	583 84	256 56	1		1		325
32 148 00		388 62	1,636 62	877 38	6		6		183
33		1,320 37	2,850 90	940 84	5	1	4	540	231
34 169 79	10 00	86 69	591 48	209 97	1		1		325
35		171 63	810 93	145 79	3		3		223
36		360 00	1,285 00	375 16	4		4		241
37 255 00	150 17	392 00	1,752 17		3		3		233
38 56 00	21 00	405 52	1,347 22	57 74	3		3		288
39		514 61	1,264 61	708 26	4		4		256
40 27 23	80 00	539 13	1,346 36	1 13	3		3		233
41 878 06		459 16	2,685 77	118 71	5		5		250
42 71 64			971 67	485 75	6		6		150
43 16 00		207 08	798 08	219 41	4		4		144
44	37 40	322 47	1,080 89	170 96	2	1	1	450	275
45 129 72		256 16	885 88	206 51	3		3		167
46		43 33	274 69	29 90	1		1		265
6,098 97	867 14	18,930 59	72,729 45	12,757 23	191	10	181	586	227
1 23,531 15	1,922 26	21,229 48	119,751 81	23,516 63	317	40	277	316	224
2 67,640 90	4,065 53	66,494 09	199,146 96	8,818 86	310	34	276	375	198
3 6,098 97	867 14	18,930 59	72,729 45	12,757 23	191	10	181	586	227
4 97,271 02	6,854 93	106,654 16	391,628 22	45,092 72	818	84	734	372	215
5 79,236 87	6 669 63	96,612 87	358,551 02	37,586 39	774	91	683	354	212
6 18,034 15	185 30	10,041 29	33,077 20	7,506 33	44		51	18	3
7						7			
8 24.83	1.75	27.25				10	90		

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Counties (including incorpor- ated villages, but not cities or towns) etc.	Number of Pupils.	Boys.	Girls.	Average attendance.	Percentage of average to total attendance.	Reading.						Writing.	Arithmetic.
						First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.		
1 Bruce	846	443	403	571	67	206	100	211	214	108	7	846	846
2 Carleton	1,515	753	762	804	53	545	321	292	220	122	15	1,515	1,515
3 Essex	1,508	749	759	914	61	517	256	310	250	165	10	1,508	1,508
4 Frontenac	356	177	179	197	55	62	53	47	66	112	16	356	356
5 Grey	272	151	121	129	47	64	41	47	59	58	3	272	272
6 Hastings	266	135	131	122	46	67	38	52	48	56	5	266	266
7 Huron	397	226	171	214	54	63	57	68	104	94	11	397	397
8 Kent	560	296	264	260	46	196	80	73	110	81	20	560	560
9 Lambton	90	50	40	43	48	19	9	17	16	25	4	90	90
10 Lanark	101	50	51	51	50	34	11	14	23	19	....	101	101
11 Leeds & Grenville	208	101	107	130	62	41	24	29	33	51	30	208	208
12 Lennox & Add... ..	94	44	50	48	51	26	8	18	19	18	5	94	94
13 Lincoln	163	91	77	105	62	56	24	37	32	19	....	168	168
14 Middlesex	187	102	85	115	61	20	19	33	31	78	6	187	187
15 Norfolk	94	50	44	40	43	19	11	11	20	33	..	94	94
16 Northumberland.	224	124	100	129	58	37	41	46	47	37	16	224	224
17 Ontario	91	47	44	56	62	21	10	12	15	20	13	91	91
18 Peel	29	16	13	18	62	4	3	10	4	8	....	29	29
19 Perth	201	101	100	106	53	36	16	40	45	57	7	201	201
20 Peterborough ...	36	17	19	14	39	13	4	5	5	8	1	36	36
21 Prescott & Russell	5,090	2,550	2,540	2,713	53	2,242	1,186	818	612	230	2	5,090	5,090
22 Renfrew	663	322	341	333	50	207	97	93	115	100	51	663	663
23 Simcoe	245	117	128	128	52	66	38	53	53	29	6	245	245
24 Stormont, Dundas and Glengarry.	1,213	597	616	559	46	426	227	270	145	131	14	1,213	1,213
25 Waterloo	587	323	264	342	58	146	91	124	144	81	1	587	587
26 Wellington	441	232	209	250	57	121	59	76	83	97	5	441	441
27 Wentworth	19	9	10	11	58	4	3	6	3	2	1	19	19
28 York	98	48	50	55	56	32	14	38	6	8	....	98	98
29 Algoma Dist., etc.	192	115	77	93	48	112	30	31	9	10	....	192	192
30 Nipissing Dist... ..	701	337	364	303	43	346	111	120	79	33	7	701	701
Totals	16,492	8,373	8,119	8,852	54	5,748	2,982	3,001	2,610	1,895	256	16,492	16,492
Cities.													
1 Belleville	381	212	169	250	66	120	65	64	51	81	...	381	381
2 Brantford	362	186	176	257	71	107	36	83	69	67	....	362	362
3 Chatham	357	195	162	207	58	95	63	85	53	61	...	357	357
4 Guelph	428	230	198	317	74	77	73	93	94	91	....	428	428
5 Hamilton	1,674	826	848	1,191	71	511	303	280	274	250	56	1,674	1,674
6 Kingston	791	371	420	557	70	163	102	155	186	134	51	791	791
7 London	782	407	375	601	77	178	131	152	185	136	....	782	782
8 Ottawa	5,819	2,922	2,897	3,619	62	1,968	1,242	1,135	990	412	72	5,819	5,819
9 St. Catharines	344	194	150	241	70	76	33	74	72	89	....	344	344
10 St. Thomas	230	117	113	184	80	45	59	56	35	35	....	230	230
11 Stratford	309	172	137	228	74	56	52	58	59	84	....	309	309
12 Toronto	5,227	2,652	2,575	3,471	66	1,556	740	1,118	1,005	560	248	5,227	5,227
Totals	16,704	8,484	8,220	11,123	67	4,952	2,899	3,353	3,073	2,000	427	16,704	16,704

SEPARATE SCHOOLS.—Continued.

various branches of instruction, Maps, etc.

Drawing.	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Ten per cent and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Maps and prizes.		
														Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.
1 846	515	476	542	114	257	186	218	11	7	7	3	...	4	63	5	17
2 1,149	806	287	733	158	470	652	740	7	7	7	...	2	66	90	6	12
3 1,354	998	962	926	247	411	363	722	5	10	10	4	37	115	135	10	78
4 348	298	200	272	118	174	132	242	13	14	14	9	...	110	53	2	3
5 262	173	171	173	86	122	188	109	8	7	6	...	...	20	51	2	3
6 266	145	130	167	66	97	111	208	7	5	5	...	...	34	45	1	11
7 357	314	88	280	103	201	152	105	13	13	13	1	23	142	53	2	...
8 560	338	136	305	101	203	172	307	19	20	19	10	...	66	47	5	2
9 90	46	...	71	33	45	58	90	4	4	4	...	...	29	17	...	...
10 101	52	49	54	19	44	36	18	...	...	...	...	...	...	27	...	...
11 156	134	124	150	74	102	72	191	22	30	30	1	13	...	42	1	2
12 87	53	27	61	22	32	44	67	4	4	4	...	...	1	16	...	...
13 168	96	168	96	19	51	103	168	...	...	...	...	...	...	10	...	...
14 187	154	141	151	90	98	131	158	6	6	6	3	...	86	48	2	9
15 94	64	94	64	21	53	33	94	...	...	...	...	...	...	5	...	40
16 222	185	...	196	63	69	51	...	16	16	16	...	...	13	45	2	...
17 91	91	78	60	33	33	33	78	13	13	13	...	13	20	14	1	...
18 29	22	...	29	8	12	...	29	...	...	...	...	...	8	8	...	...
19 201	137	...	161	68	5	72	62	8	5	5	2	...	22	37	1	7
20 36	23	36	14	14	14	14	...	1	1	1	...	...	1	7	1	7
21 3,366	2,422	747	1,644	245	827	696	1,496	100	14	14	...	97	114	315	40	97
22 592	473	397	442	142	219	258	388	30	49	47	...	21	75	45	6	22
23 245	156	205	163	39	88	42	205	6	6	6	...	...	14	15	1	...
24 1,160	630	141	706	131	259	229	722	18	12	12	...	...	16	62	4	5
25 587	403	497	358	98	159	101	442	21	1	1	1	...	80	54	2	46
26 418	248	265	228	121	194	229	251	5	5	5	...	1	1	67	...	22
27 19	15	19	15	3	6	2	19	1	1	1	...	...	3	4	1	...
28 98	65	98	24	8	8	8	36	...	...	...	...	...	...	14	1	...
29 131	47	41	47	8	28	12	41	6	...	...	...	...	...	11	1	...
30 316	202	46	155	41	54	83	160	9	5	5	...	...	40	54	8	7
13,536	9,305	5,623	8,287	2,293	4,332	4,265	7,366	353	255	251	34	207	1,086	1,454	105	390
1 381	196	...	132	81	132	132	381	...	...	...	...	...	...	21	1	...
2 362	362	362	136	136	136	136	362	...	...	...	...	...	...	14	...	...
3 357	357	357	114	114	114	199	357	61	...	...	...	...	...	7	1	...
4 428	428	428	278	91	185	185	428	...	...	...	...	...	...	34	1	...
5 1,674	1,674	1,674	1,163	552	620	1,674	1,674	56	56	56	56	8	...	176	1	42
6 791	597	791	791	185	371	371	791	51	51	51	...	30	30	58	...	...
7 782	782	782	782	136	321	321	782	...	...	...	...	...	...	40	1	...
8 5,584	3,187	3,244	2,898	473	2,098	1,630	3,583	164	72	72	...	324	36	194	1	20
9 344	268	344	344	89	161	194	344	...	...	...	...	...	...	27	...	...
10 230	126	230	126	70	70	70	230	...	...	...	...	...	...	8	1	...
11 309	201	309	143	143	143	143	309	...	...	...	...	...	...	23	...	25
12 5,227	2,931	5,227	2,931	808	1,813	560	5,227	194	248	248	75	75	15	306	...	16
16,469	11,109	13,748	9,838	2,878	6,164	5,615	14,468	526	427	131	437	81	...	908	7	103

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Towns.	Number of Pupils.	Boys.	Girls.	Average attendance.	Percentage of average to total attendance.	Reading.						Writing.	Arithmetic.
						First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.		
1 Almonte	172	78	94	106	62	51	18	35	26	42	26	172	172
2 Amherstburg	270	125	145	199	74	57	32	63	56	36	26	270	270
3 Arnprior	439	212	227	266	61	139	73	64	107	56	...	439	439
4 Barrie	162	96	66	114	70	33	20	39	34	36	...	162	162
5 Berlin	433	234	199	310	72	102	55	105	110	61	...	433	433
6 Brockville	398	190	208	271	68	82	65	99	81	71	...	398	398
7 Cobourg	236	133	103	150	64	70	30	46	60	30	...	236	236
8 Cornwall	1,015	500	515	625	62	329	244	216	114	112	...	1,015	1,015
9 Dundas	152	75	77	88	58	44	20	29	34	25	...	152	152
10 Galt	94	45	49	70	74	17	7	25	27	18	...	94	94
11 Goderich	73	41	32	59	81	20	9	11	15	18	...	73	73
12 Hawkesbury	623	305	318	409	66	259	170	86	50	58	...	623	623
13 Ingersoll	87	40	47	70	80	20	9	18	16	24	...	87	87
14 Lindsay	344	145	199	243	71	69	54	64	65	61	31	344	344
15 * Mattawa	273	141	132	165	60	107	29	46	40	33	18	273	273
16 Newmarket	68	36	32	45	66	22	15	7	5	19	...	68	68
17 Niagara Falls	149	78	71	101	68	45	12	36	27	29	...	149	149
18 North Bay	238	133	105	155	65	105	18	30	27	48	...	238	238
19 Oakville	41	24	17	24	59	12	6	7	3	13	...	41	41
20 Orillia	235	123	112	165	70	65	40	34	42	54	...	235	235
21 Oshawa	84	36	48	58	69	11	16	17	26	14	...	84	84
22 Owen Sound	111	57	54	77	69	20	12	36	26	17	...	111	111
23 Paris	68	33	35	52	76	8	11	13	18	17	1	68	68
24 Parkhill	63	29	34	35	55	18	6	12	13	14	...	63	63
25 Pembroke	533	311	222	277	52	157	117	95	80	84	...	533	533
26 Perth	219	111	108	153	70	60	29	37	50	43	...	219	219
27 Peterborough	743	371	372	527	71	212	147	159	138	87	...	743	743
28 Picton	48	25	23	35	73	23	5	7	6	7	...	48	48
29 Port Arthur	243	116	127	142	58	107	26	32	30	48	...	243	243
30 Prescott	217	129	88	148	68	35	32	45	43	62	...	217	217
31 Preston	80	43	37	58	72	13	5	27	20	15	...	80	80
32 Rat Portage	291	134	157	190	65	110	53	62	56	10	...	291	291
33 Renfrew	308	160	148	212	69	92	54	50	64	48	...	308	308
34 St. Mary's	69	35	34	38	55	18	12	9	12	18	...	69	69
35 Sandwich	142	62	80	102	72	38	24	31	36	13	...	142	142
36 Sarnia	207	97	110	134	65	40	21	56	42	48	...	207	207
37 Sault Ste. Marie	233	124	109	110	47	103	41	39	38	12	...	233	233
38 Sturgeon Falls	213	116	97	101	47	146	24	31	...	11	1	213	213
39 Sudbury	260	121	139	104	40	112	66	23	35	22	2	260	260
40 Thorold	134	58	76	85	63	38	15	22	17	42	...	134	134
41 Trenton	230	100	130	179	78	58	40	44	59	29	...	230	230
42 Vanleekhill	245	106	139	149	61	62	56	41	47	39	...	245	245
43 Walkerton	207	104	103	164	79	34	18	50	47	58	...	207	207
44 Wallaceburg	170	86	84	69	41	63	23	27	15	42	...	170	170
45 Waterloo	131	62	69	86	66	34	15	41	27	14	...	131	131
46 Whitby	40	23	17	30	75	6	7	7	11	9	...	40	40
Totals	10,791	5,403	5,388	6,950	64	3,266	1,801	2,073	1,905	1,667	79	10,791	10,791
Totals.													
1 Counties, etc.	16,492	8,373	8,119	8,853	54	5,748	2,982	3,001	2,610	1,895	256	16,492	16,492
2 Cities	16,704	8,484	8,220	11,123	67	4,952	2,899	3,353	3,073	2,000	427	16,704	16,704
3 Towns	10,791	5,403	5,388	6,950	64	3,266	1,801	2,073	1,905	1,667	79	10,791	10,791
4 Grand totals, 1901 ..	43,987	22,269	21,727	26,926	61	13,966	7,682	8,427	7,588	5,562	762	43,987	43,987
5 " 1900	42,397	21,515	20,882	25,875	61	13,166	7,224	8,271	7,370	5,595	771	42,397	42,397
6 Increases	1,590	745	845	1,051	...	800	458	156	218	...	...	1,590	1,590
7 Decreases .....	...	...	...	...	...	...	...	...	...	33	9	...	...
8 Percentages .....	...	50.61	49.39	61	...	32	17	19	17	13	2	100	100

* No report received; previous statistics.

SEPARATE SCHOOLS.—*Concluded.*various branches of instruction, Maps, etc.—*Concluded.*

	Drawing.	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Maps and prizes.		
															Number of Maps.	Schools giving prizes.	No. of trees planted on Arbor Day.
1	172	103	....	103	42	68	42	61	....	....	....	....	....	....	17	....	....
2	244	211	....	218	66	122	36	....	22	26	26	....	5	....	21	1	....
3	439	163	439	302	56	56	56	....	....	....	....	....	....	....	12	....	....
4	162	129	162	109	36	70	109	162	....	....	....	....	....	....	18	1	....
5	433	276	433	276	61	171	171	433	....	....	....	....	....	....	27	....	....
6	398	316	398	286	71	152	106	398	....	....	....	....	....	....	25	....	....
7	236	136	236	166	30	61	61	....	....	....	....	....	....	....	9	....	....
8	1,015	686	1,015	702	112	226	226	1,015	....	....	....	....	....	....	22	1	....
9	152	152	152	152	35	35	35	93	....	....	....	....	....	....	16	....	....
10	77	70	94	70	18	45	18	94	....	....	....	....	....	....	6	....	....
11	73	53	73	53	33	33	33	73	....	....	....	....	....	....	8	1	....
12	623	623	623	413	28	230	28	623	30	....	....	....	....	....	19	....	5
13	87	58	87	58	24	40	40	....	....	....	....	....	....	....	8	1	....
14	344	248	344	344	119	175	152	344	....	31	31	....	31	....	18	1	....
15	166	137	273	137	33	73	33	....	18	18	18	....	....	18	26	....	....
16	68	31	68	31	19	19	19	68	....	....	....	....	....	....	7	....	....
17	149	149	149	104	29	56	104	149	....	....	....	....	....	....	16	....	1
18	238	133	105	115	48	85	48	....	....	....	....	....	....	....	10	....	....
19	41	35	35	35	13	13	13	41	....	....	....	....	....	....	6	1	....
20	235	120	235	120	54	96	96	235	....	....	....	....	....	....	9	....	....
21	84	73	84	57	40	40	40	84	....	....	....	....	....	....	10	....	....
22	111	79	111	111	43	79	111	111	....	....	....	....	....	....	6	1	....
23	68	68	68	49	18	36	18	68	1	....	....	....	....	....	7	1	....
24	63	39	63	39	14	39	14	....	....	....	....	....	....	....	8	1	....
25	533	344	118	259	121	164	84	172	....	....	....	....	....	....	30	1	....
26	219	159	219	130	43	93	130	219	....	....	....	....	....	....	6	....	....
27	743	484	743	371	87	225	412	743	....	....	....	....	....	....	36	....	....
28	48	25	....	19	7	13	20	....	....	....	....	....	....	....	8	1	....
29	243	136	243	243	48	78	48	243	....	....	....	....	....	....	10	1	....
30	217	185	112	185	40	105	62	217	....	....	....	....	....	....	20	....	....
31	80	67	....	67	15	35	62	80	....	....	....	....	....	....	9	....	....
32	291	128	291	128	65	65	291	291	....	....	....	26	....	....	11	....	....
33	308	114	31	114	55	55	48	260	....	....	....	....	....	....	10	....	....
34	69	42	50	29	22	29	22	....	....	....	....	....	....	....	7	....	....
35	142	105	....	49	34	49	142	....	....	....	....	....	....	....	6	....	....
36	207	167	....	167	48	90	48	....	....	....	....	....	....	....	19	....	....
37	233	50	233	130	12	50	50	130	....	....	....	....	....	....	10	1	....
38	213	43	....	43	12	12	12	....	....	1	1	....	....	....	6	....	....
39	260	144	260	260	24	59	59	260	2	2	2	....	....	....	8	....	....
40	134	96	134	134	42	59	134	134	....	....	....	....	....	....	13	....	....
41	230	132	230	132	88	88	29	230	....	....	....	....	....	....	10	....	....
42	245	127	245	183	39	86	86	....	....	....	....	....	....	....	11	....	3
43	207	207	207	207	58	105	207	207	....	....	....	....	....	....	17	1	....
44	170	84	....	84	42	42	42	....	....	....	....	....	....	....	10	....	....
45	131	82	131	82	6	19	19	131	....	....	....	....	....	....	12	1	12
46	40	27	....	20	9	20	9	....	....	....	....	....	....	....	12	....	....
10,641		7,040	8,494	7,086	1,959	3,561	3,625	7,369	73	78	78	....	62	36	612	16	21
1	13,536	9,305	5,623	8,287	2,293	4,332	4,265	7,366	353	255	251	34	207	1,086	1,454	105	390
2	16,469	11,109	13,748	9,838	2,878	6,164	5,615	14,468	526	427	427	131	437	81	908	7	103
3	10,641	7,040	8,494	7,086	1,959	3,561	3,625	7,369	73	78	78	....	62	36	612	16	21
4	40,616	27,454	27,865	25,211	7,130	14,057	13,505	29,203	952	760	756	165	706	1,203	2,974	128	514
5	34,201	27,923	27,614	25,955	7,083	13,529	12,549	29,944	1,183	839	790	272	219	1,382	2,829	108	514
6	6,445	....	251	....	47	528	956	....	....	....	....	....	487	....	145	20	....
7	....	469	....	744	....	....	....	741	231	79	34	107	....	179	....	....	....
8	92	62	63	57	16	32	31	66	2	2	2	38	2	3	....	34	....

COLLEGIATE INSTITUTES

I.—Table H.—

Collegiate Institutes.	Receipts.										Teachers' salaries.			
	Legislative grants.		Municipal grants, (county).		Municipal grants (local).		School fees.	Balances and other sources.		Total receipts.				
	\$	c.	\$	c.	\$	c.		\$	c.			\$	c.	
1 Aylmer	881	90	1,181	88	1,650	00	725	00	165	31	4,604	09	3,750	00
2 Barrie	1,118	44	2,083	59	1,700	00	1,776	95	766	30	7,445	28	5,683	65
3 Brantford	1,321	77	.....	.....	7,500	00	2,628	15	551	24	12,001	16	8,700	00
4 Brockville	1,128	12	1,762	00	6,300	00	1,174	00	1,211	49	11,575	61	6,825	64
5 Chatham	1,300	38	1,708	50	5,604	00	1,305	65	528	26	10,446	79	7,870	00
6 Clinton	939	09	1,558	95	1,500	00	868	25	746	84	5,613	13	4,525	00
7 Cobourg	942	41	942	41	2,500	00	958	00	785	83	6,128	65	4,925	00
8 Collingwood	910	00	860	00	2,300	00	827	25	3,172	78	8,070	03	4,457	17
9 Galt	1,256	21	2,020	76	3,750	00	1,838	00	299	18	9,164	15	7,100	00
10 Goderich	1,015	78	1,342	75	2,600	00	1,548	60	2,075	51	8,582	64	5,360	85
11 Guelph	1,131	51	.....	.....	6,150	00	456	00	576	87	8,314	38	6,080	00
12 Hamilton	*5,365	27	.....	.....	25,223	56	3,603	25	401	00	34,593	08	16,175	50
13 Ingersoll	987	96	1,454	54	1,360	00	693	25	1,302	43	5,798	18	4,863	27
14 Kingston	+2,723	30	.....	.....	6,698	00	3,405	60	1,086	50	13,913	40	10,814	19
15 Lindsay	1,110	18	1,773	66	4,146	57	1,549	00	174	01	8,753	42	7,002	70
16 London	1,348	76	1,200	00	21,287	52	3,490	00	1,287	07	28,613	35	21,040	00
17 Morrisburg	1,055	57	2,370	57	2,484	50	448	00	3,040	91	9,399	55	5,320	00
18 Napanee	1,058	20	.....	.....	2,815	00	104	00	4,026	39	8,003	59	4,947	30
19 Niagara Falls	1,142	39	1,800	00	4,000	00	.....	.....	1,974	29	8,916	68	5,558	50
20 Orillia	1,012	42	962	42	3,300	00	1,162	40	3,153	61	9,590	85	4,732	86
21 Ottawa	1,292	03	.....	.....	11,925	00	6,996	00	506	46	20,719	49	16,087	39
22 Owen Sound	1,236	89	2,415	11	4,710	00	2,384	00	1,298	57	12,044	57	9,050	00
23 Perth	941	16	1,124	93	4,212	10	398	00	403	07	7,079	26	4,835	00
24 Peterborough	1,267	76	.....	.....	6,000	00	2,033	00	617	79	9,918	55	6,922	00
25 Ridgetown	948	10	1,573	75	1,721	00	879	50	900	06	6,022	41	4,113	18
26 St. Catharines	1,264	01	1,766	21	10,482	49	35	00	196	00	13,743	71	7,149	99
27 St. Marys	909	41	799	20	2,350	00	1,472	05	73	41	5,604	07	4,400	00
28 St. Thomas	1,255	25	1,458	62	6,192	01	1,131	00	145	00	10,181	88	8,346	00
29 Sarnia	1,058	20	1,745	20	3,953	50	96	00	903	30	7,756	20	5,250	00
30 Seaforth	970	91	1,708	93	1,800	00	1,368	40	1,241	38	7,089	62	4,673	85
31 Stratford	+2,676	72	1,300	00	6,000	00	1,832	50	1,793	43	13,602	65	7,483	09
32 Strathroy	973	90	1,871	33	2,400	00	1,045	00	485	49	6,775	72	4,816	00
33 Toronto (Harbord)	1,363	56	.....	.....	12,920	00	6,724	00	2,390	62	23,398	18	18,623	33
34 " (Jameson)	1,339	94	.....	.....	12,920	00	3,625	00	1,565	96	19,450	90	14,904	66
35 " (Jarvis)	1,330	99	.....	.....	12,920	00	5,250	50	3,324	93	22,826	42	16,466	98
36 Whitby	864	99	1,356	72	2,200	00	391	05	242	69	5,055	45	3,964	66
37 Windsor	1,189	33	1,631	16	5,634	81	.....	.....	102	93	8,558	23	6,740	00
38 Woodstock	+1,690	83	1,782	42	3,250	00	1,882	22	873	30	9,478	77	7,050	00
Totals	50,323	64	43,555	61	224,460	06	66,104	57	44,390	21	428,834	69	296,607	76

* \$4,000 for Normal College. † Includes

AND HIGH SCHOOLS.

Financial Statement.

Expenditure.					Balances.	Charges per year.
Buildings, sites and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., drawing models or equipment for physical education.	School books, stationery, prizes, fuel, examinations, and all other expenses.	Total expenditure.		
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1 78 65	39 20	12 50	762 94	4,604 09	841 78	Res. Form I, \$5 ; others \$10.
2	194 40	167 24	713 41	6,603 50	215 19	\$10.
3	110 10	100 00	2,891 57	11,785 97	2,113 28	Res. \$10 ; non-res. \$16.
4 566 52	98 56	190 69	2,329 59	9,462 33	161 17	Res., F's. II, III, IV, \$10; others \$5.
6 150 00	253 90	98 56	1,658 41	10,285 62		Res. F. I free ; other forms \$6 ; County \$10.
7 68 48	295 09	59 82	585 67	5,613 13	164 84	\$6 ; \$8 ; \$10.
8 2,019 47	77 39	86 93	910 51	5,963 81	393 50	\$12.
9 164 10	111 13	148 34	817 87	7,676 53	58 44	Res. \$7.50 ; others \$10.
10	203 14	20 63	1,615 88	9,105 71	2,310 17	Co. \$10 ; others \$14.
11	50 50	115 07	779 86	6,272 47	90 31	Res. \$5, \$7, \$10 ; Co. \$6, \$8, \$10 non-res \$8, \$10, \$12.
12	172 67	428 76	1,825 86	8,224 07		Res. free ; Co. \$10 ; others \$20.
13	171 74		17,968 67	34,593 08		F. I \$2.50 ; other forms \$10 ; non-res. \$20.
14 375 97	556 54	100 00	721 14	5,734 91	63 27	\$7.50.
15	53 17	34 20	1,653 53	13,050 56	862 84	Res. \$10, \$12, \$15; non-res. \$20, \$25.
16 396 45	227 70	68 90	1,501 84	8,745 18	8 24	\$7.50 ; \$10 ; \$20.
17 691 68	105 32	358 12	6,262 24	28,613 35	3,045 52	City and Co. \$10 : others \$30.
18	65 73	129 18	160 00	6,354 03	1,535 56	Res. free ; others \$6.
19 264 28	64 00	28 47	1,264 56	6,468 03	1,751 21	Co. free ; others \$10.
20 1,517 34	501 48	6 75	1,230 62	7,165 47	1,580 65	Free.
21 127 10	676 18	581 83	1,112 44	8 010 20	393 84	Res. \$5 ; non-res. \$10.
22	89 00	4,046 76	20,325 65			Fs I & II, City & Co \$20; others \$30; Fs. III & IV City & Co. \$25; others \$35.
23	5,146 00	1,887 08	11,776 33	268 24		F I free ; town \$8 to \$12; Co. \$10 ; non-res. \$12 to \$15.
24 96 00	120 49	1,093 34	6,745 01	334 25		Co. \$5 ; non-res. \$16.
25	20 26	1,608 75	9,630 75	287 80		\$5 ; \$10 ; \$25.
26	28 47	1,366 40	5,591 60	430 81		Res. F. I free ; other forms \$6 ; Co. \$10 ; non-res. 10.
27	111 01	1,259 68	13,555 67	188 04		Res. free ; others \$6.
28	28 47	783 04	5,326 08	277 99		Res. 1st year free ; thereafter \$5 ; Co. \$10 ; non-res. \$15.
29	234 19	68 18	1,422 50	10,181 88		F. I & part of F. II free ; other forms \$10 ; Co. \$10 ; other Co's. \$30.
30	273 81	75 88	1,549 03	6,799 03	957 17	Free.
31 3,819 60	100 47	37 88	790 27	5,842 28	1,247 34	F I \$6 ; F. II \$8 ; Fs. III & IV \$10.
32 35 38	200 26	254 53	1,925 24	13,366 28	236 37	\$10.
33	764 87	114 43	1,208 25	6,514 42	261 30	Res. F. I free ; others \$10.
34	687 79	230 39	3,895 55	23,398 18		F, I free ; F. II \$7 to \$23; Fs. III & IV \$32.
35	2,082 92	362 84	3,628 06	19,450 90		\$7 to \$2.
36	61 94	2 25	3,913 68	22,826 42		F. I free ; F. II \$8 to \$23; F. III & IV \$32.
37 162 35	137 83	53 16	788 51	4,979 71	75 74	Town \$6 ; Co. \$7.50 ; others \$10.
38	70 85	731 87	1,627 24	8,558 23		Free.
			1,091 17	8,943 89	534 88	City & Co. \$7.50 ; others \$10.
17,656 64	8,231 10	4,997 69	80,651 16	408,144 35	20,689 74	7 free ; 31 fee.

grant for Technical Education.

COLLEGIATE INSTITUTES

I.—Table H.—

High Schools.	Receipts.												Teachers' salaries	
	Legislative grants.		Municipal grants (county).		Municipal grants (local).		School fees.		Balances and other sources.		Total receipts.			
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.		
1 Alexandria	623	38	623	38	2,836	00	.....	.....	1,751	32	5,834	08	2,686	00
2 Almonte	693	78	693	78	2,714	30	227	00	208	56	4,537	42	3,332	72
3 Arnprior	592	54	592	54	1,850	00	57	00	1,130	43	4,222	51	2,495	00
4 Arthur	589	96	816	96	750	00	623	80	232	95	3,013	67	2,105	00
5 Athens	639	28	1,670	00	1,050	00	273	75	715	85	4,348	88	2,980	00
6 Aurora	607	41	700	00	750	00	524	00	487	48	3,068	89	2,150	00
7 Beamsville	477	08	527	38	550	00	.....	.....	178	96	1,733	42	1,350	00
8 Belleville	784	35	455	00	3,996	17	292	00	.....	.....	5,527	52	4,441	80
9 Berlin	780	38	2,172	06	1,153	01	929	50	1,295	61	6,300	56	3,966	64
10 Bowmanville	769	18	769	18	2,400	00	431	74	720	55	5,090	65	3,800	00
11 Bradford	574	59	574	59	600	00	557	50	840	73	3,147	41	1,844	80
12 Brampton	830	78	1,760	78	1,650	00	1,256	00	98	09	5,595	65	4,720	00
13 Brighton	447	82	681	94	500	00	107	50	500	48	2,237	74	1,600	00
14 Caledonia	572	40	1,072	40	600	00	316	50	1,058	35	3,619	65	2,149	99
15 Campbellford	668	03	835	58	1,492	43	499	75	.....	.....	3,495	79	2,463	32
16 Carleton Place	685	34	685	34	2,000	00	190	00	769	91	4,330	59	3,337	39
17 Cayuga	553	10	1,500	50	650	00	249	00	1,107	34	4,059	94	2,285	00
18 Colborne	450	68	450	13	400	00	84	00	1,983	24	3,368	05	1,525	00
19 Cornwall	864	82	1,694	70	3,311	00	.....	.....	3,207	74	9,078	26	5,066	51
20 Deseronto	645	45	645	45	2,300	00	185	50	544	00	4,320	40	2,519	69
21 Dundas	693	42	1,747	95	696	27	574	00	53	38	3,765	02	2,529	61
22 Dunnville	599	77	1,653	02	1,524	00	321	25	50	82	4,148	86	2,472	50
23 Dutton	565	00	521	22	300	00	964	25	496	14	2,846	61	2,312	87
24 Elora	539	18	539	18	750	00	503	50	310	28	2,642	14	2,160	00
25 Essex	658	95	2,747	70	500	00	.....	.....	140	36	4,047	01	2,401	10
26 Fergus	567	76	567	06	1,500	00	90	50	2,729	27	5,454	59	2,273	92
27 Forest	574	04	1,233	32	950	00	325	00	812	66	3,895	02	2,074	85
28 Fort William	720	52	.....	.....	2,739	06	.....	.....	562	24	4,021	82	1,666	47
29 Gananoque	649	82	849	82	1,824	83	129	00	50	00	3,503	47	2,500	00
30 Georgetown	581	75	700	55	964	83	630	50	.....	.....	2,877	63	2,200	00
31 Glencoe	621	15	866	14	900	00	580	50	139	17	3,106	96	2,360	00
32 Gravenhurst	1,015	90	.....	.....	400	00	384	10	288	05	2,088	05	1,410	04
33 Grimsby	421	86	555	53	425	00	51	00	339	24	1,792	63	1,360	00
34 Hagersville	599	30	1,155	77	.....	.....	209	50	861	04	2,825	61	2,250	00
35 Harrison	607	10	607	10	1,300	00	651	00	219	26	3,384	46	2,220	23
36 Hawkesbury	580	49	1,880	49	1,100	00	.....	.....	635	15	3,696	13	2,386	50
37 Iroquois	711	94	1,548	23	1,200	00	522	00	1,552	01	5,534	18	3,005	00
38 Kemptville	665	92	893	50	1,637	69	827	50	165	00	4,189	61	3,316	88
39 Kincardine	725	32	1,400	42	1,300	00	866	00	431	47	4,723	21	3,400	00
40 Leamington	666	90	1,242	96	1,015	00	33	00	784	76	3,742	62	3,146	11
41 Listowel	600	17	800	00	800	00	726	00	319	45	3,245	62	2,350	00
42 Lucan	632	23	955	36	600	00	979	80	1,079	70	4,247	09	2,910	00
43 Madoc	535	98	1,144	77	700	00	516	00	233	10	3,129	85	2,223	22
44 Markham	724	54	1,292	28	500	00	1,263	00	498	62	4,278	44	3,275	00
45 Meaford	742	94	1,594	07	1,550	00	739	95	10	97	4,637	93	3,024	98
46 Mitchell	632	46	799	10	1,300	00	319	75	127	95	3,179	26	2,650	00
47 Mount Forest	732	78	732	78	1,400	00	715	00	904	71	4,485	27	2,898	42
48 Newburgh	533	50	1,650	00	387	00	.....	.....	438	05	3,008	55	2,200	00
49 Newcastle	461	48	465	22	1,000	00	96	95	545	33	2,568	98	1,266	66
50 Newmarket	620	87	700	00	800	00	744	85	675	05	3,540	77	2,291	00
51 Niagara	430	41	485	97	500	00	.....	.....	173	17	1,589	55	1,225	00
52 Niagara Falls South ..	584	89	584	89	1,611	88	.....	.....	455	13	3,236	79	2,044	16
53 Norwood	631	07	689	13	.....	.....	497	00	2,683	06	4,500	26	2,200	00
54 Oakville	474	57	655	79	420	84	276	00	908	00	2,735	20	1,600	00

AND HIGH SCHOOLS.—Continued.

Financial Statement.—Continued.

Expenditure.							Charges per year.
Buildings, sites and all permanent improvements.	Repairs to school accommodations	Library, scientific apparatus, maps, etc., drawing models or equipment for physical education.	School books, stationery, prizes, fuel, examinations, and all other expenses.	Total expenditure.	Balances.		
\$ c	\$ c	\$ c.	\$ c.	\$ c.	\$ c.		
1	61 45		1,209 65	3,957 10	1,876 98	Free.	
2	326 61	22 67	629 80	4 311 80	225 62	Res. \$1; Co. \$6; non-res. \$11.	
3	31 68		547 30	3,073 98	1,148 53	Res. free; non-res. \$10.	
4	100 00	281 97	398 94	2,954 63	59 04	\$10.	
5		90 15	1,046 13	4,138 28	210 60	Res. free; Co. \$5; non-res. \$10.	
6	40 18	33 25	409 88	2,673 49	395 40	\$10.	
7		19 73	266 15	1,652 15	81 27	Free.	
8		110 20	975 52	5,527 52		\$25.	
9	507 45	297 62	1,220 88	6,340 56		\$10.	
10	200 00	56 85	840 06	4,903 91	186 74	F. I \$4; F. II \$6; F's. III and IV \$7.50.	
11		3 25	1,274 66	3,122 71	24 70	Res. F. I free; others \$10.	
12	63 80	43 41	708 06	5,561 09	34 56	\$10	
13	2 50	13 75	277 53	1,903 27	334 47	Res. free; Co. \$7.50.	
14	332 40	36 82	483 66	3,004 37	615 28	Co. free; others \$4.50.	
15		20 05	1,012 42	3,495 79		H.S. Dist. \$6; Co. \$7.50; others \$10.	
16		8 18	590 71	4,054 01	276 58	Res. free; others \$6.	
17	197 17	175 76	1,283 59	3,941 52	118 42	Free.	
18	92 75	16 75	305 46	1,939 68	1,378 37	\$7.50.	
19	626 83		1,391 13	7,084 47	1,993 79	Free.	
20	86 20	316 76	762 73	3,685 38	635 02	Res. free; others \$10.	
21	26 82	14 20	619 85	3,215 48	549 54	Town F. I free; \$3.50; \$10.	
22		255 69	682 90	3,448 99	699 87	\$4.50.	
23	17 20		308 58	2,773 65	72 96	\$10.	
24	75 39	3 70	324 25	2,585 28	56 86	Res. \$5; others \$10.	
25		90 00	263 82	2,889 75	1,157 26	Free.	
26	494 38	412 03	2,173 08	5,454 59		Res. free; Co. \$10.	
27	55 00		669 02	2,798 87	1,096 15	\$10 H. S. Dist.	
28		13 61	1,878 31	3,689 24	332 58	Free.	
29		39 86	654 06	3,503 47		\$5.	
30	17 48	16 20	616 77	2,877 63		F. I. \$7; others \$10.	
31		122 62	608 81	3 091 43	15 53	Res. and Co. \$10; others \$20.	
32	61 18		595 73	2,084 45	3 60	\$10.	
33		13 21	126 22	1,555 40	237 23	Res. free; non-res. \$12.	
34		59 27	471 83	2,825 61		\$4.50.	
35		44 45	587 54	2,886 17	498 29	\$10.	
36	102 03		613 18	3,101 71	594 42	Free.	
37	17 70		933 50	4,050 88	1,483 30	\$6.	
38	123 10		695 08	4,189 61		Res. free; Co. \$5; non-res. \$15.	
39	160 00		844 27	4,447 82	275 39	Res. \$8; Co. \$10.	
40		24 69	410 25	3,648 70	93 92	Co free; others \$10.	
41		140 00	580 62	3,245 62		Co. \$10; others \$12.	
42	80 29	23 68	1,081 14	4,220 36	26 73	\$10.	
43	11 25	7 75	494 80	2,739 20	390 65	Res. \$7; others \$10.	
44		191 70	624 10	4,128 88	149 56	\$10.	
45		480 53	1,040 31	4,545 82	92 11	Town \$8; others \$10.	
46		51 45	248 16	3,009 17	170 09	Res. \$6; non-res. \$10.	
47		114 87	1,171 04	4,410 43	74 84	Res. F. I free; others \$10.	
48	31 00	13 25	398 27	2,696 60	311 95	Free.	
49	75 03		627 00	1,968 69	600 29	Res. free; Co. \$7.50.	
50		82 70	874 13	3,418 51	122 26	\$10.	
51	21 10	21 87	153 52	1,476 84	112 71	Free.	
52	45 90	15 83	502 10	2,713 06	523 73	Free.	
53		150 00	2,040 76	4,437 81	62 45	Res. and Co. \$6; non-res. \$15.	
54			306 43	1,922 04	813 16	\$5 \$8.	

COLLEGIATE INSTITUTES

I.—Table H.—

High Schools.	Receipts.						
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
55 Omemeë	445 94	445 94	.....	279 25	641 58	1,812 71	1,420 42
56 Orangeville.....	807 17	1,050 00	1,850 00	1,140 75	99 52	4,947 44	4,013 23
57 Oshawa.....	710 72	710 72	2,550 00	1,000 31	328 99	5,300 74	4,131 66
58 Paris.....	633 47	650 95	2,200 00	140 00	86 32	3,710 74	2,800 00
59 Parkhill.....	560 17	560 17	760 00	524 75	829 84	3,234 93	1,995 00
60 Pembroke	705 67	705 67	2,221 28	.....	440 15	4,072 77	3,237 84
61 Petrolea.....	773 36	1,361 70	2,600 00	378 00	1,722 13	6 835 19	3,780 89
62 Picton.....	840 80	2,179 80	3,000 00	9 50	426 46	6,456 56	4,683 34
63 Port Arthur.....	1,052 40	.....	1,120 31	20 10	713 64	2,906 45	2,383 37
64 Port Dover.....	442 54	477 33	710 95	50 00	484 95	2,165 77	1,413 00
65 Port Elgin.....	579 08	703 59	1,200 00	483 25	85 50	3,051 42	2,483 80
66 Port Hope.....	806 46	1,336 51	2,138 23	1,053 50	95 55	5,430 25	4,270 03
67 Port Perry.....	664 47	1,205 15	1,474 25	446 50	114 00	3,904 37	3,196 15
68 Port Rowan.....	411 58	638 41	476 78	.....	24 00	1,550 77	1,250 00
69 Prescott.....	597 36	400 00	1,725 05	57 00	56 71	2,836 12	2,180 00
70 Renfrew.....	*1 208 68	1,412 18	4,431 00	.....	157 80	7,209 66	3,460 00
71 Richmond Hill.....	463 67	784 56	.....	549 75	478 83	2,276 81	1,500 00
72 Simcoe.....	746 22	1,910 73	1,581 07	21 00	88 02	4,347 04	3,650 00
73 Smith's Falls.....	675 66	675 66	2,186 43	123 50	72 00	3,733 25	3,200 00
74 Smithville.....	493 81	622 00	760 56	118 00	717 85	2,712 22	1,735 00
75 Stirling.....	468 00	468 00	1,000 00	463 92	527 60	2,927 52	1,650 00
76 Streetsville.....	446 87	946 87	275 00	204 00	393 85	2,266 59	1,407 75
77 Sydenham.....	562 68	1,600 00	.....	469 00	308 95	2,930 63	2,267 64
78 Thorold.....	585 02	584 30	1,600 00	.....	836 67	3,605 99	2,360 00
79 Tilsonburg.....	599 95	599 95	1,300 00	356 00	587 15	3,443 05	2,299 88
80 Toronto Junction.....	988 24	868 72	4,400 00	1,493 50	841 73	8,542 19	5,270 00
81 Trenton.....	612 30	288 52	2,882 51	240 00	161 78	4,185 11	2,500 08
82 Uxbridge.....	666 54	934 15	1,228 26	327 75	199 93	3,356 63	2,688 16
83 Vankleekhill.....	753 44	1,853 44	1,000 00	158 00	438 32	4,203 20	2,750 61
84 Vienna.....	467 86	467 86	965 00	.....	62 03	1,962 75	1,327 75
85 Walkerton.....	723 81	1,211 26	1,910 00	842 50	397 29	5,084 86	3,900 00
86 Wardsville.....	432 27	432 27	460 00	252 25	253 61	1,830 40	1,258 72
87 Waterdown.....	492 78	892 78	450 00	210 00	66 88	2,112 44	1,950 00
88 Waterford.....	582 00	1,331 87	700 00	65 00	673 27	3,352 14	2,100 00
89 Watford.....	652 71	.....	.....	374 00	3,613 88	4,640 59	2,641 00
90 Welland.....	655 75	1,510 16	1,650 00	.....	401 03	4,216 94	2,930 00
91 Weston.....	496 35	700 00	500 00	246 00	80 17	2,022 52	1,716 45
92 Wiarton.....	575 70	755 66	1,000 00	331 00	323 49	2,985 85	2,305 00
93 Wilhamstown.....	590 53	590 53	2,369 25	.....	2,446 41	5 996 72	2,443 50
1 Totals, High Schools	58,876 36	85,548 42	120,825 24	33,759 52	56,782 06	355,791 60	238,913 65
2 " Coll. Institutes.....	50,323 64	43,555 61	224,460 06	66,104 57	44,390 21	428,834 09	296,607 76
3 Grand totals, 1901	109,200 00	129,104 03	345,285 30	99,864 09	101,172 27	784,625 69	535,521 41
4 " 1900	103,200 00	129,286 36	336,923 92	98,725 53	104,196 54	772,332 35	529,245 36
5 Increases.....	.....	.....	8,361 38	1,138 56	.....	12,293 34	6,276 05
6 Decreases.....	.....	182 33	.....	.....	3,024 27	.....	.....
7 Percentages.....	13.92	16.45	44.01	12.73	12.89	.....	73.55
Cost per pupil.....	\$32 33	.....	.....	.....	.....	.....	.....

* \$500 for

AND HIGH SCHOOLS.—Continued.

Financial Statement.—Concluded.

Expenditure.					Balances.		Charges per year.
Buildings, sites and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., drawing models or equipment for physical education.	School books, stationery, prizes, fuel, examinations, and all other expenses.	Total expenditure.			
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
55	123 49	54 34	201 46	1,799 71	13 00	H. S. Dist. \$5; others \$10.	
56	155 97	46 40	725 25	4,940 85	6 59	Town \$9; Co. \$10.	
57	91 73	266 98	746 20	5,236 57	64 17	\$7.50.	
58	15 00	10 25	837 88	3,684 02	26 72	Free; Co. and non-res. \$10.	
59	27 72		426 86	2,449 58	785 35	Res. F. I and II \$6; F. III \$8; non-res. \$10.	
60	5 46	33 22	796 25	4,072 77		Free.	
61	24 00		678 09	4,482 98	2,352 21	Co. free; town \$10.	
62	556 21	117 13	1,099 88	6,466 56		Res. free; non-res. \$10.	
63			523 08	2,906 45		Free.	
64		92 85	659 92	2,165 77		Free.	
65	169 49	3 25	323 80	3,007 65	43 77	Res. \$6 50; Co. \$10.	
66		325 87	834 35	5,430 25		Co. \$7.50; town and non-res. \$9.	
67	230 12	26 01	379 98	3,832 26	72 11	Res. and Co. \$7.50; others \$10.	
68	127 28	21 00	152 49	1,550 77		Free.	
69	13 20	33 90	589 38	2,836 12		Res. free; non-res. \$5.	
70		114 36	933 26	4,507 62	2,702 04	Free.	
71		69 35	437 17	2,006 52	270 29	\$10.	
72		43 02	654 02	4,347 04		Res. and Co. free; others \$10.	
73	14 90		518 35	3,733 25		Res. free; Co. \$5; others \$10.	
74	36 10	12 15	274 51	2,135 09	577 13	Free; F. IV \$20.	
75	95 10	4 74	339 27	2,139 11	788 41	\$10.	
76			240 20	1,647 95	618 64	\$5	
77	159 07	18 57	465 72	2,921 66	8 97	\$5	
78		50 00	634 76	3,236 01	369 98	Free.	
79	35 28	37 30	589 27	2,969 99	473 06	First year free to res.; \$6.	
80	233 70		1,329 16	7,276 05	1,266 14	\$10; \$15.	
81	439 45	57 18	357 03	3,414 74	770 37	\$10.	
82		28 78	639 69	3,356 63		Res. \$5; non-res. \$7.50.	
83	33 60	22 50	769 07	3,629 85	573 35	Res. free; non-res. \$10.	
84		30 89	186 33	1,544 97	417 78	Free.	
85		92 00	449 91	4,465 93	618 93	\$10.	
86		23 85	484 80	1,767 37	63 03	Res. \$7.50; Co. \$10; non-res. \$15.	
87		7 00	140 44	2,112 44		\$5.	
88		7 25	471 34	2,578 59	773 55	Free; non-res. \$9.	
89		17 54	1,041 42	3,699 96	940 63	\$10.	
90	42 20	133 90	533 82	3,688 11	528 83	Free.	
91	51 85	38 30	170 00	1,998 47	24 05	\$10.	
92	37 03	13 45	433 76	2,815 47	170 38	Res. \$5; others \$10.	
93	478 70		2,803 37	5,725 57	271 15	Free.	
1	6,534 20	5,306 37	5,353 72	63,880 23	319,988 17	35,803 43	39 free; 54 fee.
2	17,656 64	8,231 10	4,997 69	80,651 16	408,144 35	20,689 74	7 free; 31 fee.
3	24,190 84	13,537 47	10,351 41	144,531 39	728,132 52	56,493 17	46 free; 85 fee.
4	20,233 80	12,166 39	10,323 06	146,633 02	718,601 63	53,730 72	40 free; 91 fee.
5	3,957 04	1,371 08	28 35		9,530 89	2,762 45	6 free.
6				2,101 63			6 fee
7	3.32	1.86	1.42	19.85			
8							

Technical Education.

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the

Collegiate Institutes.	Pupils and attendance.				Number of pupils in the						
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.	Canadian History.	English History.
1 Aylmer	60	81	141	89	76	141	141	141	141	76	141
2 Barrie	159	151	310	176	180	217	303	304	305	176	188
3 Brantford	165	193	358	215	258	278	354	354	354	162	248
4 Brockville	116	157	273	167	191	205	273	270	270	191	225
5 Chatham	161	177	338	194	338	338	338	300	300	260	240
6 Clinton	91	90	181	101	162	181	181	181	162	117	181
7 Cobourg	67	94	161	93	123	137	161	161	161	123	133
8 Collingwood	77	102	179	91	96	153	179	179	179	105	124
9 Galt	120	108	228	139	173	184	228	226	226	173	226
10 Goderich	128	134	262	160	178	250	250	250	250	117	165
11 Guelph	129	130	259	152	151	217	259	259	259	151	193
12 Hamilton	276	358	634	381	302	437	589	604	604	330	421
13 Ingersoll	76	63	139	87	118	129	137	137	137	118	118
14 Kingston	203	262	465	265	343	417	465	460	460	252	190
15 Lindsay	128	123	251	147	152	238	251	251	251	175	175
16 London	432	428	860	503	572	713	838	838	838	572	623
17 Morrisburg	129	83	212	123	96	197	209	209	209	102	77
18 Napanee	129	117	246	145	183	205	242	242	242	161	170
19 Niagara Falls	106	139	245	131	196	219	245	245	245	196	216
20 Orillia	116	126	242	161	157	242	242	242	242	135	156
21 Ottawa	281	208	489	280	378	393	489	489	489	271	278
22 Owen Sound	203	191	394	228	165	270	394	394	394	165	239
23 Perth	97	114	211	130	147	189	209	209	209	174	183
24 Peterborough	115	137	252	193	170	203	252	250	250	65	186
25 Ridgetown	83	92	175	97	90	168	175	175	160	108	142
26 St. Catharines	143	182	325	181	240	289	325	325	325	240	264
27 St. Marys	95	133	228	146	104	170	227	227	227	101	130
28 St. Thomas	174	230	404	243	303	374	404	404	404	303	333
29 Sarnia	138	109	247	147	205	215	240	240	237	197	201
30 Seaford	101	103	204	131	92	198	198	200	92	92	92
31 Stratford	150	169	319	192	283	300	315	315	315	275	300
32 Strathroy	86	96	182	121	168	148	182	175	182	110	110
33 Toronto (Harbord)	277	261	538	325	280	358	538	538	538	354	408
34 Toronto (Jameson)	188	162	350	215	288	312	350	350	350	112	347
35 Toronto (Jarvis)	238	243	481	257	481	400	481	481	307	481	481
36 Whitby	78	92	170	93	126	170	170	170	170	126	140
37 Windsor	156	172	328	186	250	283	322	295	250	240	240
38 Woodstock	146	169	315	182	218	260	315	315	315	179	213
Totals.	5,617	5,979	11,596	6,867	8,033	9,798	11,471	11,405	11,049	7,285	8,497

AND HIGH SCHOOLS.—Continued.

arious subjects, and examination results.

various branches of instruction.

Ancient History.		Geography.	Arithmetic and Mensuration.		Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.	Greek.	French.	German.	Writing.
1	65	76	135	138	100	15	92	52	76	....	.	138	1	65	....	76
2	144	173	267	297	250	22	222	143	58	....	3	273	7	153	17	109
3	130	205	301	350	340	25	135	98	92	....	8	254	16	264	56	136
4	132	175	205	270	185	34	185	50	85	....	4	240	10	223	72	116
5	88	200	323	270	260	20	234	120	44	....	5	280	25	209	23	120
6	76	84	168	181	150	19	117	39	78	....	3	163	14	125	23	52
7	38	123	137	161	127	10	93	32	68	....	....	150	3	129	25	68
8	80	106	153	174	128	14	106	70	59	....	5	146	4	43	10	54
9	55	173	218	226	186	6	50	38	88	....	....	129	7	123	69	95
10	101	122	215	245	137	28	120	66	125	....	2	182	3	112	22	88
11	98	151	217	231	156	32	121	46	39	....	3	129	2	167	65	75
12	246	278	431	609	416	100	341	116	153	....	28	542	6	367	195	127
13	37	88	126	138	103	5	50	24	73	....	2	87	1	87	5	35
14	97	288	411	384	231	11	152	67	71	....	....	347	8	341	85	41
15	139	152	226	211	185	29	182	84	105	....	....	235	5	164	30	112
16	258	572	713	680	443	51	437	190	247	....	10	688	27	439	75	360
17	121	100	197	200	180	18	161	71	80	....	1	189	6	151	21	80
18	63	171	226	223	129	20	100	61	84	....	6	190	....	203	47	137
19	90	196	219	245	174	18	109	58	104	....	4	170	8	52	14	138
20	110	236	236	230	190	21	146	75	56	....	4	212	6	179	55	76
21	81	286	400	472	309	21	105	121	112	....	11	398	34	381	82	161
22	229	165	270	363	300	67	256	105	105	....	18	330	15	248	37	120
23	60	174	186	206	134	11	76	21	78	....	....	187	13	124	15	57
24	69	170	203	245	170	12	107	64	105	....	....	190	4	176	28	105
25	76	90	166	175	141	20	141	54	68	....	8	155	4	40	18	90
26	85	240	273	325	140	17	115	54	142	....	13	193	9	207	92	185
27	117	98	187	226	226	32	178	40	77	....	6	208	12	154	18	77
28	101	303	374	362	232	30	217	44	181	....	5	258	....	158	42	157
29	69	169	215	240	117	11	72	27	53	....	....	207	22	192	45	128
30	112	92	174	196	159	30	72	84	49	....	4	183	5	42	18	50
31	110	250	300	300	225	36	185	77	165	....	7	246	10	93	74	209
32	55	90	148	170	125	7	110	30	60	....	2	165	7	95	25	56
33	145	294	396	510	424	91	206	123	263	....	14	398	52	471	177	142
34	55	198	316	348	246	16	154	58	148	....	8	316	24	288	88	108
35	260	264	402	473	469	86	296	284	201	....	42	470	11	401	160	130
36	56	126	156	170	117	8	50	53	126	....	4	164	8	82	20	53
37	70	200	316	283	160	8	144	50	200	....	3	198	....	100	45	145
38	70	201	247	303	157	20	162	61	146	....	8	240	14	130	29	97
3,988		7,079	9,853	10,830	7,921	1,021	5,799	2,830	4,064	241	9,250	403	6,988	1,922	4,165	

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the

Collegiate Institutes.		Number of pupils in the various branches of instruction.— <i>Con.</i>									
	Bookkeeping and Commercial Transactions.	Stenography.	Typewriting.	Drawing.	Temperance and Hygiene.	Vocal Music	Drill Calisthenics and Gymnastics.	Agriculture.	Manual Training.	Number passed Junior Leaving Pt. I Examination.	Number of Honors obtained by such pupils.
1 Aylmer	70			70			135			24	7
2 Barrie	108	64	61	109			296			25	
3 Brantford	136	79	65	113			320		78	19	3
4 Brockville	116	30	30	116						45	
5 Chatham	120	72	70	120		30	315			27	
6 Clinton	68	37		71			173			12	
7 Cobourg	123	72	70	75				6		17	2
8 Collingwood	64	32	14	74			162			15	
9 Galt	95	53	39	95			215			16	3
10 Goderich	123	29		123			236			13	
11 Guelph	103	56	29	75			227			21	1
12 Hamilton	182	50		184			400			56	2
13 Ingersoll	81	11		56			135			19	1
14 Kingston	167	88	88	179					73	12	
15 Lindsay	112	16		112			238			17	
16 London	381	144	59	330			790			56	9
17 Morrisburg	80	55	12	100			176	38		14	
18 Napanee	137	73	34	134			236			22	1
19 Niagara Falls	138	96	19	100			230			29	1
20 Orillia	120	80	50	91			228			30	4
21 Ottawa	330	150		333			431			14	4
22 Owen Sound	155	25	16	130			320			29	5
23 Perth	79			136			202			17	3
24 Peterborough	105			105			252			16	2
25 Ridgetown	90	15		56			166			17	1
26 St. Catharines	185	127	35	129			304			11	
27 St. Marys	85	40	23	77			205			36	
28 St. Thomas	157	74		157			404			33	4
29 Sarnia	174			174			217			14	
30 Seaforth	61	12	20	42			204			23	1
31 Stratford	209	100	53	209					56	21	
32 Strathroy	56	30	20	55			165			27	
33 Toronto (Harbord)	305	141	68	259			513			17	
34 Toronto (Jameson)	162	63	12	158			312			20	
35 Toronto (Jarvis)	190	190	190	130			469			9	
36 Whitby	70	30	25	68			151			16	3
37 Windsor	180	59	59	250			318			13	
38 Woodstock	118	49	39	97			300		47	17	
Totals	5,235	2,242	1,200	4,892	...	30	9,445	44	254	839	57

AND HIGH SCHOOLS.—Continued.

various subjects, and examination results.—Continued.

Examination Results.

	Number passed Junior Leaving Pt. II Exam.	Number of Honors obtained by such pupils.	Number passed Commercial Diploma Exam. Pts. I and II.	Number passed Commercial Diploma Exam. Pt. II.	Number passed Senior Leaving Pt. I Exam.	Number of Honors obtained by such pupils.	Number passed Senior Leaving Pt. II Exam.	Number of Honors obtained by such pupils.	Number passed Departmental Matriculation Exam.	Number passed the Junior Matriculation Exam. held by any University.	Number of first-class Junior Matriculation Honors taken by pupils.	Number of second-class Junior Matriculation Honors taken by pupils.	Number passed the Senior Matriculation Exam. held by any University.	Number of first-class Senior Matriculation Honors taken by pupils.	Number of second-class Senior Matriculation Honors taken by pupils.	Number passed the Entrance Examination other than the Departmental, for any profession.
1	16	1			2		2		3	7	3	7				
2	32				5		6		20				1			
3	23		2	4	4		4		12	3	2	9	1			
4	6				2		2		12				10	2	8	10
5	26		1	1	5		2		8	1		14				
6	17				3		3		3		3	8				1
7	10	1			2		2		6							
8	14			1	1		1		6	3	1	2				
9	15		2	5	2		2		10		5	2				
10	23				4		5		3	1	2					
11	7	1		4	8		6		7	2	3	5				
12	29				20	3	16	1	43	4	39	60				10
13	6				1		3		6							
14	6			3	3		2		20				12	26		
15	16				3	2	3	2	27	3	6					
16	40	1		5	11		9	1	32	7	15	15	1			
17	21		1	1	5		4		3							
18	18	2			5		3		1	1						
19	14			6	3				5	1	6	3				1
20	28	1			5		2		18	1	6	2				
21	12	1			3		7		9	14						
22	48				13	1	13		16	1	15	15	1	3	2	
23	14				3		1	1	8	1						
24	22				4		1		10		3					
25	16				3		2		9		3	1				3
26	9				1	3	1	4	24	15	16	1	1		1	3
27	17				11		3		4	5	23	10				
28	19	1			9		6		7							3
29	10				1		2		7		5	6				
30	30				6		4		8	8			1	1	1	
31	8		3	3	7		4		11							
32	16				2	1	4		10							
33	12		1	2	3		3	1	29		40	5				2
34	10				3	2			31		9	4				
35	5		3		3		2		52	54	25	11				21
36	10	1			3		3		2			3				
37	5				1		2		5		2		1	1	2	
38	16				3		4		12		8	4				
	646	10	13	35	173	12	139	10	499	132	240	187	29	33	14	64

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the

High Schools.	Pupils and attendance.				Number of pupils			
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.
1 Alexandria	50	67	117	69	117	114	117	117
2 Almonte	69	65	134	82	88	104	122	122
3 Arnprior	54	62	116	69	116	112	116	116
4 Arthur	54	52	106	60	73	91	106	106
5 Athens	64	93	157	102	84	142	157	157
6 Aurora	50	40	90	49	90	83	90	90
7 Beamsville	33	29	62	35	53	59	62	62
8 Belleville	156	206	362	150	221	197	201	221
9 Berlin	81	66	147	84	125	146	146	146
10 Bowmanville	54	57	111	67	56	96	111	111
11 Bradford	58	49	107	63	66	100	107	107
12 Brampton	101	81	182	124	108	155	182	182
13 Brighton	34	36	70	46	45	63	70	70
14 Caledonia	46	48	94	59	63	94	94	94
15 Campbellford	48	54	102	52	69	100	102	102
16 Carleton Place	65	85	150	92	108	123	150	150
17 Cayuga	48	41	89	48	43	80	87	87
18 Colborne	33	31	64	38	36	64	64	64
19 Cornwall	85	107	192	107	184	184	184	184
20 Deseronto	38	76	114	68	84	110	114	114
21 Dundas	59	70	129	73	129	129	129	129
22 Dunnville	60	65	125	71	99	115	119	118
23 Dutton	88	82	170	94	75	150	168	170
24 Elora	53	47	100	56	68	95	100	100
25 Essex	46	53	99	59	59	80	99	99
26 Fergus	43	61	104	62	104	104	104	104
27 Forest	48	53	101	60	77	95	101	101
28 Fort William	16	36	52	24	31	49	48	8
29 Gananoque	41	81	122	73	99	105	122	122
30 Georgetown	43	55	98	61	70	87	98	98
31 Glencoe	49	40	89	54	63	80	87	87
32 Gravenhurst	27	33	60	28	33	55	60	60
33 Grimsby	18	35	53	31	40	47	53	48
34 Hagersville	35	34	69	43	43	55	68	68
35 Harriston	51	48	99	60	41	55	69	69
36 Hawkesbury	35	38	73	43	45	63	72	72
37 Iroquois	71	56	127	77	103	118	115	115
38 Kemptville	90	92	182	107	80	169	180	180
39 Kincardine	64	79	143	86	78	119	140	140
40 Leamington	55	71	126	77	29	96	126	126
41 Listowel	92	71	163	78	109	153	153	153
42 Lucan	63	60	123	83	66	105	123	123
43 Madoc	46	39	85	49	54	69	85	85
44 Markham	93	104	197	113	108	148	197	197
45 Meaford	58	61	119	81	52	92	113	113
46 Mitchell	49	57	106	63	78	105	105	105
47 Mount Forest	84	70	154	98	89	139	154	154
48 Newburgh	79	90	169	89	169	163	169	169
49 Newcastle	28	16	44	28	22	44	44	30
50 Newmarket	53	63	116	67	78	80	116	116
51 Niagara	16	27	43	20	33	41	41	41
52 Niagara Falls South	49	51	100	43	79	99	99	99
53 Norwood	70	49	119	67	119	119	119	119
54 Oakville	20	39	59	35	47	59	59	59

AND HIGH SCHOOLS.—*Continued.*various subjects, and examination results.—*Continued.*

in the various branches of instruction.

Supplementary Reading, in English Literature.		Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physica.	Chemistry.
1	117	114	114	27	78	114	117	58	.....	58	13
2	122	93	93	45	93	123	120	59	.....	52	22
3	116	95	95	33	95	113	116	60	.....	64	20
4	106	61	71	45	61	91	106	71	5	64	43
5	157	75	78	73	73	142	157	119	5	102	72
6	90	63	63	34	64	83	90	90	7	50	24
7	62	58	58	14	50	59	62	30	.....	27	6
8	221	160	170	57	135	180	219	104	6	80	55
9	146	125	125	43	105	142	146	99	7	95	23
10	111	78	80	24	78	97	108	76	9	63	28
11	107	66	66	39	68	100	107	77	.....	38	24
12	182	108	108	47	108	155	177	139	20	96	42
13	70	42	42	25	42	63	70	43	.....	35	24
14	94	63	63	36	63	94	94	67	6	67	34
15	28	80	82	29	67	100	100	59	2	57	20
16	150	102	110	38	99	123	150	99	8	59	11
17	87	44	50	44	44	78	83	70	7	64	24
18	34	34	52	28	36	64	64	45	.....	40	28
19	.....	130	136	83	130	184	180	180	18	43	6
20	84	84	81	39	84	110	113	113	3	58	12
21	129	86	86	43	86	117	128	116	1	70	32
22	119	98	100	20	81	116	114	74	4	61	12
23	170	75	95	95	75	150	170	170	20	170	95
24	95	68	73	43	68	95	100	74	5	74	30
25	99	56	71	40	54	80	99	66	12	64	33
26	104	64	64	30	64	100	104	54	.....	40	30
27	101	76	76	35	76	95	101	101	.....	72	27
28	5	14	45	8	45	50	48	48	1	20	5
29	122	99	99	41	90	105	122	84	3	60	35
30	98	70	94	44	61	87	98	98	7	69	28
31	87	57	64	41	54	72	87	63	7	57	20
32	60	37	38	26	37	55	60	39	.....	.....	24
33	48	46	46	13	46	49	50	32	.....	28	6
34	68	43	46	25	43	55	68	45	3	31	5
35	69	41	60	28	40	55	69	47	6	36	16
36	72	46	50	27	46	63	73	48	11	30	14
37	115	96	100	35	89	118	124	88	7	75	27
38	175	89	89	90	89	170	180	155	13	140	68
39	140	75	75	40	39	119	140	98	15	90	16
40	126	68	78	48	68	96	126	97	10	55	42
41	153	108	108	68	153	144	153	153	.....	105	68
42	123	66	79	57	66	105	123	92	13	75	47
43	85	54	54	31	54	85	85	85	.....	61	53
44	197	108	131	89	108	148	197	197	23	10	10
45	76	46	46	50	42	92	110	101	13	105	37
46	105	78	78	40	76	101	105	105	.....	64	38
47	154	89	96	73	89	139	154	154	15	103	52
48	169	50	117	52	117	163	169	169	.....	165	28
49	30	32	34	12	44	36	43	43	.....	32	12
50	116	78	87	29	78	80	116	73	9	44	18
51	26	38	38	10	38	41	42	31	.....	11	7
52	99	79	79	22	79	99	99	99	.....	56	20
53	119	84	84	35	119	119	117	82	.....	80	32
54	59	39	39	20	39	59	59	59	.....	23	20

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the

Number of pupils in the various branches of instruction.—*Con.*

High Schools.	Number of pupils in the various branches of instruction.— <i>Con.</i>											
	Botany.	Zoology.	Latin.	Greek.	French.	German.	Writing.	Bookkeeping and Commercial Transactions.	Stenography.	Typewriting.	Drawing.	Temperance and Hygiene.
1 Alexandria	59		114	1	117		90	90			90	
2 Almonte	55		94	5	66	11	37	89	71	30	51	
3 Arnprior	72		114	7	64	6	72	72			72	
4 Arthur	61		106		30	2	47	47	21		47	
5 Athens	60		153	3	72	10	85	60			99	
6 Aurora	40		80	6	80	6	40	45	45		40	
7 Beamsville	32		41		23		32	38			38	
8 Belleville	164	2	197	1	150	5	110	110			108	
9 Berlin	35		111	2	41	117	90	90			90	
10 Bowmanville	31		96	2	65	8	31	31			31	
11 Bradford			100		78	2	68	68			64	
12 Brampton	75	5	167	6	155	18	70	75			75	
13 Brighton	25		68		19		25	25			40	
14 Caledonia	32		93		30	7	32	35			32	
15 Campbellford	40		99		20	2	45	62			62	
16 Carleton Place	81		130	6	81	7	51	81			81	
17 Cayuga	28		75	1	45	7	28	28			28	
18 Colborne	19		54		37	20	19	45			19	
19 Cornwall	55		192	10	180	16	68	68			68	68
20 Deseronto	63		98		43	17	84	56			83	
21 Dundas	70		124	2	103	7	78	78			78	
22 Dunnville	40		112		52	25	65	86	11		62	
23 Dutton	49	6	168	3	30	18	35	40			40	
24 Elora	57		91		38	17	19	44			44	
25 Essex	36	3	99	3	36	7	33	33			33	
26 Fergus	40		104	40	95	3	40	40			40	
27 Forest	32		91	3	56	40	29	24			50	
28 Fort William	20		49		47	1	27	27	15		27	
29 Gananoque	38		106		71		58	60			58	
30 Georgetown	46		84	3	56	5	43	43			43	
31 Glencoe	34		87	1	78	4	34	36			34	
32 Gravenhurst	37		46		9	2	37	25	27		25	
33 Grimsby	37		47		30		36	38			35	
34 Hagersville	35		53		50	11	23	43			43	
35 Harrison	15		69	3	30	15	22	22			40	
36 Hawkesbury	22		52	2	70	8	22	22			22	
37 Iroquois	68	2	101	1	60	9	65	65	30		65	
38 Kemptville	44	1	170	8	94	10	42	42			42	
39 Kincardine	39		130	15	128	28	50	50	39	42	40	
40 Leamington	16		108		72	6	33	33	3		30	
41 Listowel	50		133		82	58	47	47			47	
42 Lucan	36	5	120		53	24	31	32	14	13	41	
43 Madoc	35		85		35		33	33			33	
44 Markham	3	3	195	5	103	4	57	60	100		108	
45 Meaford	23	3	106		53	26	26	28	14	46	26	
46 Mitchell	54		86		47		54	54			54	
47 Mount Forest	75		138	4	75	11	75	75			75	
48 Newburgh	117		166		69	9	117	115			117	
49 Newcastle	22		43		32	9	22	22			22	
50 Newmarket	43		98	3	45	7	43	58	41	26	48	
51 Niagara	24		23		31	1	21	28	24	15	24	
52 Niagara Falls South	49		64		17	9	49	50	43	15	49	
53 Norwood	84		116		50	7	84	84			82	
54 Oakville	33		55		12		39	39			39	

AND HIGH SCHOOLS.—Continued.

various subjects, and examination results.—Continued.

		Examination results.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
Drill, Calisthenics and Gymnastics.		Agriculture.		Manual Training.		No. passed Junior Leaving Pt. I. Exam.		No. of Honors obtained by such pupils.		No. passed Junior Leaving Pt. II. Exam.		No. of Honors obtained by such pupils.		No. passed Commercial Diploma Exam. Pts. I. and II.		No. passed Commercial Diploma Exam. Pt. II.		No. passed Senior Leaving Pt. I. Exam.		No. of Honors obtained by such pupils.		No. passed Senior Leaving Pt. II. Exam.		No. of Honors obtained by such pupils.		No. passed Departmental Matriculation Exam.		No. passed Junior Matriculation Exam. held by any University.		No. of first-class Junior Matricu- lation Honors taken by pupils.		No. of second-class Junior Ma- tric Honors taken by pupils		No. passed Senior Matriculation Exam. held by any University.		No. of first-class Senior Matricu- lation Honors taken by pupils		No. of second-class Senior Ma- tric. Honors taken by pupils.		No. passed Entrance Exam. other than D'p'm't'l, for any prof's'n.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
1	117					15	1	4																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						</

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the

	Pupils in attendance.				Number of pupils			
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.
High Schools.								
55 Omemee	26	22	48	34	36	36	48	48
56 Orangeville	107	92	199	113	74	147	196	195
57 Oshawa	101	79	180	106	155	180	180	180
58 Paris	50	49	99	56	80	83	99	99
59 Parkhill	57	47	104	67	60	88	104	104
60 Pembroke	98	73	171	99	124	156	171	171
61 Petrolea	106	91	197	118	131	187	197	197
62 Picton	125	126	251	152	195	225	250	250
63 Port Arthur	30	42	72	40	72	72	72	72
64 Port Dover	44	45	89	56	53	87	87	87
65 Port Elgin	51	40	91	54	91	83	91	91
66 Port Hope	87	95	182	111	75	135	182	182
67 Port Perry	50	66	116	70	116	116	116	116
68 Port Rowan	34	19	53	27	44	51	53	53
69 Prescott	33	47	80	45	42	71	80	80
70 Renfrew	83	130	213	126	127	192	213	213
71 Richmond Hill	50	33	83	49	83	75	83	83
72 Simcoe	88	78	166	95	166	110	166	166
73 Smith's Falls	59	90	149	91	134	134	149	149
74 Smithville	44	52	96	57	55	81	96	96
75 Stirling	24	37	61	37	31	61	61	61
76 Streetsville	32	22	54	29	36	52	54	21
77 Sydenham	57	90	147	83	57	127	147	147
78 Thorold	26	72	98	62	98	98	98	98
79 Tilsonburg	58	57	115	60	73	100	115	115
80 Toronto Junction	100	113	213	123	207	166	207	207
81 Trenton	52	51	103	64	65	93	102	102
82 Uxbridge	55	49	104	58	62	77	104	104
83 Vankleek Hill	76	100	176	111	100	169	176	176
84 Vienna	14	17	31	15	12	31	31	31
85 Walkerton	80	74	154	98	89	144	154	154
86 Wardsville	24	15	39	23	28	37	39	39
87 Waterdown	37	36	73	40	45	60	73	73
88 Waterford	39	38	77	41	65	77	77	77
89 Watford	72	80	152	92	77	119	152	152
90 Welland	74	97	171	100	95	150	171	171
91 Weston	19	28	47	23	39	40	45	45
92 Wiarton	41	51	92	48	67	87	92	92
93 Williamstown	46	61	107	67	84	107	107	107
1 Totals, High Schools	5,252	5,675	10,927	6,357	7,541	9,603	10,655	10,583
2 Totals, Collegiate Institutes ..	5,617	5,979	11,596	6,867	8,033	9,798	11,471	11,405
3 Grand Totals, 1901	10,869	11,654	22,523	13,224	15,574	19,401	22,126	21,988
4 Grand Totals, 1900	10,565	11,158	21,723	12,956	15,079	17,122	21,382	21,146
5 Increases	304	496	800	268	495	2,279	744	842
6 Decreases								
7 Percentages	48.26	51.74	.....	59	69	86	98	98
8 Percentage of average to total attendance	59							

AND HIGH SCHOOLS.—*Continued.*

various subjects, and examination results.—*Continued.*

in the various branches of instruction.

Supplementary Reading in English Literature.		Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.
55	48	36	36	12	36	45	48	42	.....	35	20
56	195	81	95	132	72	151	199	193	23	137	96
57	180	154	154	25	130	151	178	98	24	96	22
58	99	80	83	19	55	85	98	47	3	37	15
59	104	70	70	44	60	88	104	104	10	40	22
60	171	124	124	47	124	164	171	112	1	62	34
61	197	131	141	66	131	175	197	150	9	57	20
62	250	150	125	92	177	241	241	180	15	115	47
63	72	57	57	15	72	69	72	42	.....	39	15
64	53	31	53	31	60	83	87	63	.....	56	30
65	91	71	71	36	71	83	91	64	.....	57	11
66	182	55	77	107	55	160	162	141	22	86	50
67	116	66	112	67	66	110	112	108	9	86	12
68	.....	37	37	19	36	51	51	19	.....	18	6
69	80	42	51	38	42	71	80	47	9	49	24
70	213	127	213	86	127	192	213	136	3	86	39
71	83	63	63	28	31	83	83	59	.....	42	25
72	166	120	120	63	103	125	150	140	13	110	61
73	149	134	143	45	134	139	149	79	10	79	18
74	55	55	59	33	55	96	88	60	4	68	29
75	61	31	31	30	31	61	61	61	.....	46	30
76	54	36	36	21	36	52	54	31	.....	33	1
77	147	103	103	44	103	127	147	90	.....	127	28
78	98	69	69	.....	69	98	98	98	4	30	16
79	115	73	73	42	59	100	115	71	3	55	31
80	.....	172	172	88	104	167	207	119	17	109	60
81	102	65	65	37	63	94	102	69	.....	52	12
82	104	62	69	42	56	87	104	75	7	63	11
83	176	66	77	67	98	151	176	144	8	144	29
84	31	12	14	19	12	31	31	22	.....	22	15
85	154	89	121	84	64	144	154	146	20	102	48
86	25	25	37	22	21	37	39	35	.....	32	14
87	73	45	45	28	45	59	73	73	.....	27	20
88	77	60	65	24	60	72	72	42	5	42	17
89	96	44	56	103	44	119	152	108	12	105	96
90	122	58	148	50	100	150	171	119	10	87	33
91	44	39	39	15	39	40	45	23	2	24	12
92	92	67	67	34	64	87	89	89	2	53	23
93	107	84	84	23	80	107	107	74	.....	40	1
1	9,779	6,812	7,511	3,951	6,711	9,618	10,583	8,071	546	5,936	2,631
2	11,049	7,285	8,497	3,988	7,079	9,853	10,830	7,921	1,021	5,799	2,830
3	20,828	14,097	16,008	7,939	13,790	19,471	21,413	15,992	1,567	11,735	5,461
4	20,152	14,099	15,947	7,553	12,410	17,008	20,567	15,609	1,325	10,265	5,723
5	676	.....	61	385	1,380	2,463	846	383	242	1,470	.....
6	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	262
7	92	63	71	35	61	86	95	71	7	52	24
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the

Number of pupils in the various branches of instruction.—Con.													
High Schools.	Botany.	Zoology.	Latin.	Greek.	French.	German	Writing.	Bookkeeping and Commercial Transactions.	Stenography.	Typewriting.	Drawing.	Temperance and Hygiene.	Vocal Music
55 Omemece	7	...	45	1	25	10	7	7	...	...	7	...	...
56 Orangeville.....	47	5	177	8	77	21	27	50	...	...	50	...	...
57 Oshawa	106	10	148	6	84	39	129	129	90	83	106	...	66
58 Paris	52	...	78	...	35	17	52	54	...	...	50	...	...
59 Parkhill	30	2	102	6	44	7	31	31	...	...	31	...	...
60 Pembroke	35	...	141	...	135	7	81	114	...	...	114	...	...
61 Petrollea	101	...	187	6	142	2	47	47	...	...	131	...	...
62 Picton	76	...	209	7	227	52	61	96	24	...	111	...	...
63 Port Arthur	30	...	40	...	42	...	57	57	...	...	57	...	...
64 Port Dover	37	...	82	2	27	12	38	38	...	...	38	...	...
65 Port Elgin	46	...	88	...	57	1	48	48	...	...	48	...	...
66 Port Hope	40	5	160	7	135	16	41	51	51	50	30	...	...
67 Port Perry	66	...	99	6	65	7	75	75	30	...	80	...	84
68 Port Rowan	44	...	39	1	27	2	44	44	...	...	44	...	...
69 Prescott	33	...	68	...	38	...	33	33	...	...	33	...	...
70 Renfrew	77	...	213	19	198	15	77	97	81	32	77	...	...
71 Richmond Hill	31	...	75	6	71	6	55	37	13	11	31	...	...
72 Simcoe	54	...	145	8	100	25	100	54	30	...	54	...	...
73 Smith's Falls.....	104	1	136	2	138	16	108	108	32	36	108	...	...
74 Smithville	33	5	191	...	28	...	28	30	23	...	28	...	...
75 Stirling	15	...	61	...	12	...	15	15	...	...	15	...	...
76 Streetsville	33	...	53	...	31	...	33	33	...	...	33	...	...
77 Sydenham	56	...	145	...	55	10	57	57	...	...	57	...	...
78 Thorold	10	...	60	...	36	...	10	56	56	56	40	...	...
79 Tilsonburg	28	...	104	...	68	2	36	36	...	...	32	...	...
80 Toronto Junction.....	102	7	180	8	99	38	102	102	...	...	75	...	...
81 Trenton	29	...	72	...	55	7	49	59	14	...	56	...	...
82 Uxbridge	24	...	91	3	91	18	40	40	...	...	40	...	...
83 Vankleek Hill.....	66	...	170	...	138	4	66	66	...	...	66	...	...
84 Vienna	9	...	29	...	9	...	12	12	...	...	9	...	...
85 Walkerton	40	3	150	16	63	78	40	40	...	...	40	...	...
86 Wardsville	12	...	39	...	17	5	28	28	...	...	28	...	...
87 Watdown	28	...	63	...	55	3	28	28	...	...	28	...	...
88 Waterford.....	35	...	70	1	40	6	42	42	...	...	42	...	...
89 Watford	44	...	187	...	53	12	44	44	...	...	44	...	...
90 Welland	82	...	166	7	114	15	43	74	...	...	68	...	...
91 Weston	22	...	33	...	11	3	20	22	7	11	20	...	...
92 Wiarton	34	...	80	3	30	5	34	34	...	...	34	...	...
93 Williamstown	33	...	102	...	61	40	37	37	...	...	37	...	...
1 Totals, High Schools ..	4,192	68	9,779	269	6,036	1,143	4,488	4,816	949	466	4,828	...	218
2 Totals, Coll. Institutes ..	4,064	241	9,250	403	6,988	1,922	4,165	5,235	2,242	1,200	4,892	...	30
3 Grand Totals, 1901.....	8,256	309	19,029	672	13,024	3,065	8,653	10,051	3,191	1,666	9,720	...	248
4 Grand Totals, 1900.....	8,626	238	18,073	853	12,650	3,894	8,511	9,712	2,692	983	9,345	76	357
5 Increases .....	...	71	956	...	374	...	142	339	499	683	375	...	...
6 Decreases	370	...	...	181	...	829	...	...	...	...	...	76	109
7 Percentages	36	1	84	3	58	14	38	44	14	7	43	...	1

AND HIGH SCHOOLS.—Continued.

various subjects, and examination results.—Concluded.

Examination results.																					
Drill, Calisthenics and Gymnastics.	Agriculture.	Manual Training.	No. passed Junior Leaving Pt. I. Exam.	No. of Honors obtained by such pupils.	No. passed Junior Leaving Pt. II. Exam.	No. of Honors obtained by such pupils.	No. passed Commercial Diploma Exam. Pts. I. and II.	No. passed Commercial Diploma Exam. Pt. II.	No. passed Senior Leaving Pt. I. Exam.	No. of Honors obtained by such pupils.	No. passed Senior Leaving Pt. II. Exam.	No. of Honors obtained by such pupils.	No. passed Departmental Matriculation Exam.	No. passed Junior Matriculation Exam. held by any University.	No. of first-class Junior Matricu- lation Honors taken by pupils.	No. of second-class Junior Ma- tric. Honors taken by pupils.	No. passed Senior Matriculation Exam. held by any University.	No. of first-class Senior Matricu- lation Honors taken by pupils.	No. of second-class Senior Ma- tric Honors taken by pupils.	No. passed Entrance Exam. other than D'p'm't'l. for any prof's'n.	
55			5		3									2							
56			23		26				4		4		13	1						2	
57			15	2	13	2			5		3		11		2						
58	24		7		3				2				1								
59	57		13		3				2		1		5								
60	171		6	1	6	1							6		1					2	
61	10		13		10				3		3		8	1							
62			21	2	20				1	1	2	1	7	11	6	7	1			3	
63			5		3								6	1	1					1	
64			13	2	4								4								
65			15	3	12									2							
66			21	2	22	1			4		4	1	2		7	1					
67	116		10		10				4		2		3	5	4	1				2	
68			2											3							
69			11	1	4				1		2		1	1							
70	83		37		15								4				1	1			
71	83		5		4				2					1							
72	90		8	1	13	1			2		2		7								
73			15	4	15	1			3		2		5								
74			18		2						1		2								
75			17		3																
76			4		7																
77	45		22		17								8								
78			6		6								3								
79			7	1	5								5							2	
80			22	2	27	1			8	1	6		4	1	6					1	
81	103		10	1	9		1	1					15								
82	100		9		17	1							7				1				
83	169		20	1	15				4				5			1				2	
84	12		4		3																
85	62		17	2	16				5				7		5	2				3	
86			12		1								4								
87			5	1	4																
88			8		5																
89			17		13				3		4										
90			19		11				2				9							1	
91			6		1						2		2								
92			15		6				1												
93			10		7								1	3							
1	2,983	106	1,156	73	841	11	2	3	133	3	86	3	413	44	48	35	13	14	15	26	
2	9,445	44 254	839	57	646	10	13	35	173	12	139	10	499	132	240	187	29	33	14	64	
3	12,428	150 254	1,995	130	1,487	21	15	38	306	15	225	13	912	176	288	222	42	47	29	90	
4	12,230	54 68	2,471	5	1,482	1	14	29	306	29	306	40	938	253	301	253	62	69	71	154	
5	198	96 186		125		5	20	1	9												
6			476							14	81	27	26	77	13	31	20	22	42	64	
7	55	.6 1	9		6				1.3		1		4	.8	1	1	.2			.4	

COLLEGIATE INSTITUTES

III.—Table K.—Miscellaneous

Collegiate Institutes.	Brick, stone or frame school house.	Number of acres in playground.	Schools under United Board.	Equipment.										Religious exer-		
				Value of Library (not including Supplementary Reading in English Literature.	Value of Supplementary Reading in English Literature.	Value of Scientific Apparatus.	Value of Charts, Maps and Globes.	Value of Models for Drawing.	Value of Gymnasium (not including Equipment.)	Value of Appliances of Physical Education.	Value of Museum of Natural History, etc.	Value of School Buildings, Grounds, and Furniture, not included in preceding items.	Schools using authorized Scripture Readings.	Schools opened with prayer.	Schools closed with prayer.	Schools using Bible.
				\$	\$	\$	\$	\$	\$	\$	\$	\$				
1 Aylmer	B	4	..	614	9	700	140	28	680	85	300	15,000	..	1	..	..
2 Barrie	B	3	..	612	..	704	118	5	1,730	90	..	7,375	..	1	1	..
3 Brantford	B	3	1	613	48	863	108	27	1,000	128	..	18,000	..	1	..	1
4 Brockville	B	3	..	663	76	1,001	179	10	..	299	..	25,770	..	1	..	..
5 Chatham	B	2	..	733	..	1,340	167	10	600	124	50	30,000	1	1	..	1
6 Clinton	B	3	1	674	..	817	125	5	765	66	20	10,500	1	1	..	1
7 Cobourg	B	1	..	611	66	599	110	..	668	217	..	5,000	1	1	..	..
8 Collingwood	B	1	..	640	10	640	82	6	1,229	29	..	15,000	..	1	..	..
9 Galt	B	3	1	1,050	..	1,020	67	9	1,220	231	27	20,000	1	1	..	..
10 Goderich	B	4	..	616	21	658	71	..	2,500	200	..	1,600	1	1	..	..
11 Guelph	B	4	1	906	31	822	144	12	2,500	557	50	12,000	..	1	..	..
12 Hamilton	B	3	1	977	..	1,480	146	..	..	909	50	156,919	1	1	..	1
13 Ingersoll	B	2	1	594	47	738	121	4	811	231	..	18,000	1	1	..	..
14 Kingston	B	2	1	640	108	640	62	25	..	..	100	35,000	1	1	1	1
15 Lindsay	B	2	1	1,068	98	1,015	139	10	600	126	40	31,000	..	1	..	..
16 London	B	3	1	869	..	2,679	169	41	..	298	700	80,000	..	1	..	..
17 Morrisburg	B	1	1	653	32	1,205	132	17	980	188	140	12,400	1	1	..	..
18 Napanee	B	3	1	776	74	895	126	..	800	252	25	26,000	..	1	1	1
19 Niagara Falls	B	5	1	655	70	618	87	..	1,063	118	..	27,264	..	1	1	1
20 Orillia	B	1	..	579	29	769	110	68	1,800	278	..	19,000	..	1	1	..
21 Ottawa	B	1	1	1,090	73	1,425	270	150	2,040	184	100	70,000	1	1	1	1
22 Owen Sound	B	1	1	1,300	41	2,098	113	20	..	91	50	25,000	..	1	1	..
23 Perth	B	4	1	698	33	846	155	10	560	267	500	19,500	1	1	..	..
24 Peterborough	B	2	1	598	115	866	149	25	600	160	..	..	1	1	..	..
25 Ridgetown	B	1	..	605	10	1,086	135	48	900	90	25	10,000	..	1	1	..
26 St. Catharines	B	4	..	631	..	755	127	18	700	75	50	15,000	1	1	..	1
27 St. Marys	B	2	..	603	45	626	114	25	700	82	..	16,000	..	1	1	..
28 St. Thomas	B	2	1	815	55	916	110	18	983	374	..	20,000	..	1	..	..
29 Sarnia	B	2	1	717	..	616	102	..	1,380	168	..	40,000	..	1	1	..
30 Seaforth	B	2	..	765	..	731	138	84	600	66	50	15,250	1	1	..	1
31 Stratford	B	8	..	901	10	1,118	220	26	..	117	..	35,000	1	1	..	..
32 Strathroy	B	1	..	730	132	894	114	28	380	102	..	10,000	1	1	..	..
33 Toronto (Harbord)	B	1	..	918	202	2,085	174	23	4,000	710	..	88,500	..	1	..	..
34 " (Jameson)	B	1	..	1,408	192	2,225	155	15	4,000	790	..	62,000	..	1	1	1
35 " (Jarvis)	B	1	..	1,366	..	933	411	39	8,257	643	20	56,000	..	1	1	..
36 Whitby	B	1	1	621	..	451	94	10	850	209	..	8,000	..	1	..	1
37 Windsor	B	2	1	829	..	974	140	35	3,000	200	200	14,000	..	..	..	..
38 Woodstock	B	1	..	986	77	1,380	148	15	2,000	174	80	14,000	1	1	..	..
Totals	B S	34 4	93 15	30,124	1,704	39,228	5,272	866	49,896	8,928	2,577	..	16.37	11.12	..	..

AND HIGH SCHOOLS.—Continued.

Information.

and other cises.		Number of pupils in—				Number of papis from—			Destination of pupils.						Occupation of parents.				
Religious instruction imparted.	Commencement exercises.	Form I.	Form II.	Form III.	Form IV.	Municipalities composing the High School District.	Municipalities within the County.	Other counties.	Number who entered Mercantile life.	Number who became occupied with Agriculture.	Number who entered the professions of Law, Medicine and the Church.	Number who became teachers.	Number who entered any other profession	Number who left for other occupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Without occupation.
1	1	41	35	50	15	66	73	2	7	11	1	12	8	23	80	27	10	1	
2	1	87	74	121	28	162	140	8	12	5	8	29	2	76	110	70	36	18	
3	1	113	112	101	32	271	85	2	21	5	2	10	4	95	83	148	32	....
4	1	84	57	98	34	201	70	2	15	5	13	5	9	25	86	86	76	25	....
5	1	80	148	88	22	240	94	4	30	20	5	20	2	5	123	80	90	45	....
6	1	64	41	57	19	85	92	4	10	5	5	17	3	10	53	65	38	14	11
7	1	68	55	28	10	108	5	3	30	5	3	20	4	56	49	43	11	2	
8	1	42	54	65	18	110	58	11	6	14	4	11	...	33	42	90	14	....
9	1	95	78	47	8	149	63	16	15	7	8	13	22	10	27	46	125	17	13
10	1	107	42	87	26	169	85	8	12	8	4	25	1	20	61	90	69	35	7
11	1	75	86	66	32	219	28	12	19	1	1	8	7	25	87	32	64	31	45
12	1	200	132	179	123	522	73	39	60	20	8	40	7	75	324	80	138	70	22
13	1	35	66	31	7	75	52	12	5	4	2	6	1	22	36	59	27	14	3
14	1	290	66	88	21	399	56	10	13	2	8	5	...	67	166	39	142	87	31
15	1	69	43	114	25	154	87	10	8	12	11	15	...	17	87	77	40	25	22
16	1	322	250	213	75	725	116	19	74	9	12	23	14	117	328	86	212	75	159
17	1	38	46	106	22	84	125	3	5	2	4	18	4	14	15	98	79	9	11
18	1	105	68	49	24	*244	...	2	5	13	2	10	1	15	67	87	41	25	26
19	1	66	89	72	18	125	102	18	12	4	7	10	3	35	71	63	73	20	18
20	1	39	92	90	21	160	50	32	5	3	3	15	3	32	70	48	48	31	45
21	1	286	92	75	36	404	72	13	25	18	11	15	12	24	198	71	85	101	34
22	1	94	71	155	74	201	122	71	15	11	3	52	8	37	73	116	85	49	71
23	1	114	34	47	16	140	68	3	11	6	...	12	3	32	52	70	53	25	11
24	1	105	65	63	19	198	54	...	12	...	...	13	...	20	77	38	87	28	22
25	1	39	38	76	22	85	88	2	12	18	4	10	4	2	21	68	42	18	26
26	1	129	111	61	24	220	100	5	20	13	9	17	4	22	93	66	87	23	56
27	1	54	50	89	35	126	55	47	16	15	2	7	7	11	65	97	47	10	9
28	1	107	196	71	30	301	103	...	54	25	7	19	5	13	171	103	94	13	23
29	1	129	46	59	13	182	64	1	11	11	...	9	2	40	48	53	96	21	29
30	1	45	47	82	30	88	111	5	10	11	3	28	3	5	48	115	24	9	8
31	1	108	101	74	36	239	60	20	25	4	7	12	...	35	77	69	102	24	47
32	1	56	67	45	14	89	90	3	10	40	5	12	20	20	49	86	19	16	12
33	1	164	207	111	56	534	4	...	44	...	3	7	1	73	273	4	98	70	93
34	1	158	112	55	25	335	10	5	18	4	4	4	10	64	135	15	110	65	25
35	1	130	180	141	30	471	10	...	89	17	...	21	...	30	12	80	88	31	...
36	1	53	73	30	14	102	67	1	12	21	4	10	...	8	29	66	29	26	10
37	1	119	131	62	16	237	91	...	40	5	5	4	8	40	110	51	117	20	30
38	1	97	121	72	25	194	110	11	...	...	...	...	...	...	109	84	48	33	41
...	28	4,007	3,376	3,118	1,095	8,414	2,781	401	788	374	173	564	170	958	3,792	2,584	2,943	1,265	1,012

* And from the county.

COLLEGIATE INSTITUTES

III.—Table K.—Miscellaneous

High Schools.	Brick, stone or frame school house.	Number of acres in playground.	Equipment.										Religious and exer			
			Schools under United Board.	Value of Library (not including Supplementary Reading in English Literature).	Value of Supplementary Reading in English Literature.	Value of Scientific Apparatus.	Value of Charts, Maps and Globes.	Value of Models for Drawing.	Value of Gymnasium (not including Equipment).	Value of Appliances for Physical Education.	Value of Museum of Natural History, etc.	Value of School Buildings, Grounds and Furniture, not included in preceding items.	Schools using authorized Scripture Readings.	Schools opened with prayer.	Schools closed with prayer.	Schools using the Bible.
1 Alexandria...	B	14	1	256	370	85	12	8	38	150	8,000	1	1	1	1	
2 Almonte...	B	1	1	819	69	430	75	10	38	25	379	1	1	1	1	
3 Arnprior...	B	1	1	310	20	361	87	10	38	25	8,225	1	1	1	1	
4 Arthur...	B	3	2	240	31	550	27	31	6	4	5,600	1	1	1	1	
5 Athens...	B	2	3	435	64	376	69	10	4	25	6,000	1	1	1	1	
6 Aurora...	B	3	3	329	73	443	69	8	38	25	8,500	1	1	1	1	
7 Beamsville...	B	2	1	293	281	70	162	21	10	25	2,600	1	1	1	1	
8 Belleville...	B	14	1	286	49	472	162	21	10	25	10,500	1	1	1	1	
9 Berlin...	B	3	3	384	2	1,182	24	20	39	50	15,200	1	1	1	1	
10 Bowmanville...	B	24	2	540	32	476	60	8	39	50	6,000	1	1	1	1	
11 Bradford...	B	3	3	290	16	328	49	42	10	25	8,000	1	1	1	1	
12 Brampton...	B	5	5	400	56	588	67	44	10	25	2,400	1	1	1	1	
13 Brighton...	B	3	1	279	28	303	37	13	28	18	10,000	1	1	1	1	
14 Caledonia...	B	2	1	417	559	14	4	20	39	50	12,000	1	1	1	1	
15 Campbellford...	B	3	1	296	436	29	23	5	3	5	9,000	1	1	1	1	
16 Carleton Place	S	1	1	518	171	441	65	4	3	5	4,000	1	1	1	1	
17 Cayuga...	B	13	1	176	335	23	87	5	28	18	830	1	1	1	1	
18 Colborne...	B	1	1	250	9	321	87	5	28	18	15,000	1	1	1	1	
19 Cornwall...	B	3	3	471	522	158	13	4	300	210	18,000	1	1	1	1	
20 Deseronto...	B	3	1	271	33	395	86	4	300	210	6,000	1	1	1	1	
21 Dundas...	B	23	1	453	516	109	20	23	39	50	5,500	1	1	1	1	
22 Dunnville...	B	4	4	359	18	457	65	23	39	50	4,800	1	1	1	1	
23 Dutton...	B	1	1	201	18	511	31	2	39	50	5,000	1	1	1	1	
24 Elora...	S	3	3	184	29	348	43	2	39	50	10,000	1	1	1	1	
25 Essex...	B	3	1	264	65	458	69	28	700	196	6,000	1	1	1	1	
26 Fergus...	S	3	1	234	17	240	65	21	39	50	10,000	1	1	1	1	
27 Forest...	B	2	2	306	306	62	21	3	39	50	10,000	1	1	1	1	
28 Fort William...	B	1	1	65	49	261	57	3	39	50	25,000	1	1	1	1	
29 Gananoque...	B	1	1	471	36	485	108	10	39	50	12,782	1	1	1	1	
30 Georgetown...	B	4	4	213	25	346	63	10	39	50	10,000	1	1	1	1	
31 Glencoe...	B	2	2	317	39	566	55	28	39	50	7,000	1	1	1	1	
32 Gravenhurst...	B	7	1	160	28	357	46	10	39	50	7,000	1	1	1	1	
33 Grimsby...	F	1	1	166	6	295	20	10	39	50	2,000	1	1	1	1	
34 Hagersville...	B	1	1	314	422	54	28	28	39	50	7,000	1	1	1	1	
35 Harrison...	B	3	3	153	7	371	56	28	39	50	8,500	1	1	1	1	
36 Hawkesbury...	B	1	1	554	5	393	45	18	39	50	13,000	1	1	1	1	
37 Iroquois...	B	14	1	610	6	1,029	133	18	27	250	15,000	1	1	1	1	
38 Kemptville...	B	2	1	300	410	68	89	34	18	14	9,000	1	1	1	1	
39 Kincardine...	B	4	1	456	75	628	89	34	14	11	6,000	1	1	1	1	
40 Leamington...	B	1	1	257	48	419	87	32	11	42	7,000	1	1	1	1	
41 Listowel...	B	2	2	333	384	64	73	18	250	42	10,000	1	1	1	1	
42 Lucan...	B	3	3	217	85	601	73	18	13	13	8,000	1	1	1	1	
43 Madoc...	B	1	1	172	388	90	46	38	13	13	6,000	1	1	1	1	
44 Markham...	B	2	2	261	6	754	46	38	13	13	12,500	1	1	1	1	
45 Meaford...	B	3	1	259	7	492	46	21	1,250	169	13,000	1	1	1	1	
46 Mitchell...	B	3	1	232	357	64	21	566	225	1	13,000	1	1	1	1	
47 Mount Forest...	B	2	2	390	33	519	38	18	39	50	12,000	1	1	1	1	
48 Newburgh...	S	1	1	426	12	331	58	4	39	50	2,500	1	1	1	1	
49 Newcastle...	B	2	1	156	294	46	46	4	39	50	7,000	1	1	1	1	
50 Newmarket...	B	2	2	158	35	394	69	20	350	87	11,000	1	1	1	1	
51 Niagara...	B	1	1	144	142	61	15	3	39	50	3,500	1	1	1	1	
52 Niagara Falls S.	B	2	1	239	29	344	41	3	39	50	10,000	1	1	1	1	
53 Norwood...	B	8	1	362	293	18	25	3	39	50	7,000	1	1	1	1	
54 Oakville...	B	4	1	285	2	251	25	3	39	50	3,600	1	1	1	1	

AND HIGH SCHOOLS.—Continued.

Information.—Continued.

other cises.	Number of pupils in—				Number of pupils from—		Destination of pupils.						Occupation of parents.						
Religious instruction imparted.	Commencement Exercises.	Form I.	Form II.	Form III.	Form IV.	Municipalities composing the High School District.	Municipalities within the county.	Other counties.	Number who entered Mercantile life.	Number who became occupied with Agriculture.	No. who entered the professions of Law, Medicine and the Church.	Number who became teachers.	No. who entered any other profession.	Number who left for other occupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Without occupation.
1..	1	59	31	27	...	102	10	5	1	...	2	3	...	9	8	72	34	3	...
2..	...	37	51	45	1	97	27	10	3	...	4	7	...	6	35	26	61	6	6
3..	...	50	31	33	2	89	19	8	...	...	...	11	3	...	6	20	86	2	2
4..	1	35	26	36	9	54	51	1	...	8	7	7	...	2	27	50	16	5	8
5..	1	38	46	68	5	74	83	...	4	5	2	7	...	1	26	89	25	9	8
6..	1	32	24	27	7	48	40	2	...	8	23	6	...	16	12	25	18	38	19
7..	...	32	16	14	...	35	27	...	3	3	3	2	...	6	19	29	6	4	4
8..	1	151	155	47	9	316	44	2	15	7	5	12	2	8	98	91	99	19	55
9..	1	58	46	36	7	81	66	...	5	4	3	6	3	17	47	19	37	26	18
10..	1	31	45	26	9	70	38	3	3	...	2	4	...	5	18	27	48	6	12
11..	1	30	38	39	...	47	60	...	6	1	...	7	1	2	18	59	20	10	...
12..	1	72	36	47	27	98	80	4	13	8	4	16	3	27	40	81	35	16	10
13..	...	27	18	25	...	34	36	...	2	...	1	2	...	...	8	34	5	5	18
14..	1	30	22	36	6	36	43	15	2	7	...	2	...	6	20	53	6	12	3
15..	...	45	28	27	2	64	34	4	5	...	...	5	...	2	13	30	35	6	18
16..	...	81	27	34	8	121	26	3	7	...	...	5	3	22	32	30	51	14	23
17..	1	18	26	37	8	23	66	...	1	4	...	2	...	16	16	48	10	9	6
18..	...	19	17	28	...	47	17	...	2	6	2	6	4	4	30	24	7	3	...
19..	...	68	31	77	16	114	68	10	5	4	2	12	...	40	42	50	88	12	...
20..	...	44	31	36	3	84	24	6	3	...	1	4	...	6	23	27	52	6	6
21..	...	47	39	43	...	128	...	1	...	...	...	5	1	...	52	28	28	16	5
22..	...	47	41	33	4	80	39	6	5	6	1	5	...	13	39	38	33	12	3
23..	1	35	49	75	20	68	99	3	1	5	5	6	...	4	54	102	3	7	...
24..	...	26	31	58	5	39	59	2	2	11	1	8	1	8	17	46	20	7	10
25..	1	33	26	28	12	49	48	2	6	3	2	7	1	...	24	44	18	8	5
26..	...	40	34	30	...	83	21	...	12	6	6	15	...	...	25	40	30	9	...
27..	...	29	37	35	...	52	46	3	3	...	...	5	1	16	20	38	18	7	18
28..	...	30	14	7	1	52	...	...	6	...	...	3	...	4	12	1	28	5	6
29..	1	38	43	41	...	87	25	10	4	1	...	8	2	8	36	36	33	15	2
30..	...	25	29	37	7	42	27	29	2	4	...	7	...	8	26	37	22	8	5
31..	1	23	27	32	7	44	40	5	4	1	3	4	1	15	14	42	8	7	18
32..	...	23	10	26	1	45	10	5	1	...	1	8	1	5	16	12	26	2	4
33..	1	20	20	13	...	31	16	6	5	3	1	...	...	4	9	22	11	5	6
34..	1	23	20	19	7	35	34	...	1	4	...	3	3	7	15	33	12	4	5
35..	...	32	29	32	6	57	18	24	...	...	3	7	...	29	14	30	36	10	9
36..	1	22	14	26	11	28	41	4	2	3	1	2	2	4	13	26	31	3	...
37..	1	47	42	31	7	44	69	14	4	5	...	4	1	14	13	67	26	13	8
38..	...	42	48	79	13	65	44	73	...	...	...	...	...	...	41	62	55	20	4
39..	1	44	34	49	16	67	74	2	6	1	3	12	...	10	41	75	14	13	...
40..	1	29	39	48	10	64	55	7	7	2	2	9	...	12	28	39	29	12	18
41..	1	48	37	68	...	82	42	29	10	2	2	6	...	20	46	54	34	16	3
42..	1	31	35	44	13	55	68	...	4	2	...	9	1	6	26	65	10	10	12
43..	...	33	21	31	...	44	40	1	2	5	1	7	3	3	12	36	20	12	5
44..	1	57	51	66	23	26	159	12	11	4	9	10	...	12	26	91	56	12	12
45..	1	26	26	50	17	63	53	3	3	6	3	14	...	9	15	47	17	20	20
46..	1	38	28	40	...	65	36	5	3	2	1	10	1	8	19	39	35	7	6
47..	1	39	42	58	15	90	25	39	14	5	4	9	...	9	42	49	35	19	9
48..	1	50	67	52	...	47	122	...	10	30	6	5	6	4	12	120	20	7	10
49..	1	22	10	12	...	23	21	...	5	2	...	...	...	5	5	14	14	5	6
50..	1	43	35	29	9	57	56	3	4	2	...	7	...	5	8	44	49	9	6
51..	...	17	15	10	1	22	20	1	1	1	...	...	...	6	4	15	16	5	3
52..	...	40	37	23	...	96	3	1	9	10	...	2	...	10	17	38	35	4	8
53..	...	37	47	35	...	64	41	14	6	10	2	11	4	10	12	61	34	4	6
54..	1	25	11	23	...	31	28	...	2	...	...	1	3	2	7	23	20	4	5

COLLEGIATE INSTITUTES

III.—Table K.—Miscellaneous

High Schools.	Brick, stone or frame school house.	Equipment.										Religious and exer-							
		Number of acres in playground.	Schools under United board.	Value of Library (not including Supplementary Reading in English Literature).	Value of Supplementary Reading in English Literature.	Value of Scientific Apparatus.	Value of Charts, Maps and Globes.	Value of Models for Drawing.	Value of Gymnasium (not including Equipment).	Value of Appliances for Physical Education.	Value of Museum of Natural History, etc.	Value of School Buildings, Grounds, and Furniture, not included in preceding items.	Schools using authorized Scripture Readings.	Schools opened with prayer.	Schools closed with prayer.	Schools using Bible.			
55 Omemee	F	1	1	232	7	260	44	26	3	3	3,000	11,250	1	1	1	1			
56 Orangeville	B	23	3	525	9	515	57	14	50	50	9,000	6,000	1	1	1	1			
57 Oshawa	B	3	1	376	5	391	120	9	44	50	8,300	13,000	1	1	1	1			
58 Paris	B	4	1	344	26	545	108	3	44	50	7,500	8,000	1	1	1	1			
59 Parkhill	B	3	1	290	19	483	93	12	5	20	15,000	9,000	1	1	1	1			
60 Pembroke	B	4	1	237	3	474	92	3	7	15	4,500	15,000	1	1	1	1			
61 Petrolea	B	2	1	390	3	359	44	8	200	30	12,000	5,000	1	1	1	1			
62 Picton	B	3	1	642	9	663	118	45	8	29	18,235	10,000	1	1	1	1			
63 Port Arthur	B	4	1	240	1	309	48	20	7	2	6,500	14,000	1	1	1	1			
64 Port Dover	B	2	1	321	59	432	19	35	2	4	8,000	3,200	1	1	1	1			
65 Port Egin	B	1	1	182	33	404	43	3	10	25	3,000	15,000	1	1	1	1			
66 Port Hope	B	4	1	459	3	525	78	8	29	50	12,500	40,000	1	1	1	1			
67 Port Perry	B	1	1	277	3	456	45	3	7	22	7,800	8,000	1	1	1	1			
68 Port Rowan	B	2	1	93	229	44	112	37	3	22	7,800	8,000	1	1	1	1			
69 Prescott	R	1	1	194	54	367	51	4	50	7	5,000	5,000	1	1	1	1			
70 Renfrew	B	3	1	226	39	312	37	2	4	22	7,800	8,000	1	1	1	1			
71 Richmond Hill	B	1	1	122	18	255	54	3	5	7	5,000	5,000	1	1	1	1			
72 Simcoe	B	4	1	265	41	671	134	33	15	20	12,500	40,000	1	1	1	1			
73 Smith's Falls	B	1	1	428	125	495	67	5	4	50	12,500	40,000	1	1	1	1			
74 Smithville	B	1	1	107	279	34	34	2	7	22	7,800	8,000	1	1	1	1			
75 Stirling	B	1	1	160	9	273	33	2	4	22	7,800	8,000	1	1	1	1			
76 Streetsville	B	1	1	177	32	212	71	2	4	22	7,800	8,000	1	1	1	1			
77 Sydenham	S	1	1	262	91	289	31	3	5	7	5,000	5,000	1	1	1	1			
78 Thorold	B	2	1	258	9	339	79	3	4	50	12,500	40,000	1	1	1	1			
79 Tilsonburg	B	1	1	241	20	530	68	2	7	22	7,800	8,000	1	1	1	1			
80 Toronto Junc	B	1	1	650	917	107	32	3	5	7	5,000	5,000	1	1	1	1			
81 Trenton	R	3	1	333	8	394	82	4	50	7	5,000	5,000	1	1	1	1			
82 Uxbridge	B	3	1	276	43	332	52	4	50	7	5,000	5,000	1	1	1	1			
83 Vankleekhill	B	2	1	505	4	712	37	3	5	7	5,000	5,000	1	1	1	1			
84 Vienna	B	2	1	224	51	251	105	8	500	51	12,030	3,500	1	1	1	1			
85 Walkerton	B	1	1	330	457	54	3	3	7	22	7,800	8,000	1	1	1	1			
86 Wardsville	B	2	1	218	17	191	73	33	15	20	12,000	5,000	1	1	1	1			
87 Waterdown	S	3	1	206	6	330	55	5	4	50	12,500	40,000	1	1	1	1			
88 Waterford	B	3	1	319	4	408	61	47	20	7	5,000	5,000	1	1	1	1			
89 Watford	B	2	1	331	432	110	47	3	5	7	5,000	5,000	1	1	1	1			
90 Welland	B	1	1	185	27	526	28	15	4	50	12,500	40,000	1	1	1	1			
91 Weston	B	3	1	273	3	434	105	15	4	50	12,500	40,000	1	1	1	1			
92 Warton	S	1	1	312	15	275	45	3	5	7	5,000	5,000	1	1	1	1			
93 Williamstown	B	3	1	191	35	312	10	3	5	7	5,000	5,000	1	1	1	1			
B. S. F.		82	9	2	187	38	28,382	2,155	39	578	6,003	1,055	7,622	1,442	761	40	90	40	28
Coll.Inst.		34	4	93	15	30,124	1,704	39,228	5,272	866	49,896	8,928	2,577	16	37	11	12		
G'd totals, 1901.		116	13	2	280	53	58,506	3,859	78,806	11,275	1,921	57,518	10,370	3,338	56	127	51	40	
" 1900.		116	13	2	274	53	57,384	3,883	76,599	11,137	1,791	53,846	10,278	3,188	62	126	47	41	
Increases		6	1	1,122	2	2,207	188	130	3,672	92	150	6	1	4	1				
Decreases		24	1	24	1	24	1	24	1	24	1	24	1	24	6	1			
Percentages		40	1	40	1	40	1	40	1	40	1	40	1	40	43	97	39	31	

AND HIGH SCHOOLS.—*Concluded.*Information.—*Concluded.*

other cises.	Number of pupils in—				Number of pupils from—			Destination of pupils.						Occupation of parents.					
	Religious instruction imparted. Commencement Exercises.	Form I.	Form II.	Form III.	Form IV.	Municipalities composing the High Schools District.	Municipalities within the County.	Other counties.	Number who entered Mercantile life.	Number who became occupied with Agriculture.	Number who enter'd the profess'us of Law, Medicine and the Church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupa- tions.	Commerce.	Agriculture.	Mechanical occupations.	Professions.	Without occupation
55	7	29	12			25	21	2	1	2	3	3	1	3	3	25	11	5	4
56	1	37	35	104	23	88	66	45	7	6	6	29	6	19	43	80	33	18	25
57	1	82	48	25	25	112	49	19	16	7		5		13	40	70	48	19	3
58	1	52	28	16	3	69	26	4	8	6				4	20	29	30	6	14
59	1	29	31	34	10	42	59	3	3	1		3		5	13	47	34	5	5
60	1	58	66	46	1	135	34	2	2	3	3	8	1	23	56	34	43	26	12
61		131	22	34	10	127	70		15	10	4	7	15	13	53	54	72	18	
62		61	95	79	16	131	115	5	15	40	6	18	3	6	61	119	50	19	2
63	1	30	27	14	1	72			10	5		6		7	25	10	31	5	1
64	1	24	36	29		56	23	10	6	10		2	1	11	11	35	12	8	23
65	1	26	29	36		46	42	3	4	2	1	7	1	9	25	29	13	16	8
66	1	41	34	85	22	116	66		5	2	3	18	4	20	46	59	41	13	23
67	1	30	36	37	13	67	36	13	10	5	5	13	2	2	33	40	29	12	2
68		34	5	14		30	22	1	5					4	10	23	18	1	1
69	1	33	9	29	9	61	17	2	7		2	4	1	2	22	14	20	6	18
70		77	50	83	3	114	97	2	7	4	2	15		16	34	71	100	5	3
71	1	31	24	28		14	65	4	3	5		1	3	17	18	36	10	9	10
72	1	54	49	50	13	71	92	3	30	21	10	20	3	3	33	68	39	19	7
73		70	34	35	10	106	27	16	7	2	2	5	5	11	34	33	61	13	8
74		28	27	30	11	53	40	3		7	4	2		4	12	62	16	3	3
75		15	16	30		24	36	1	1			6		1	8	32	11	8	2
76		23	10	21		17	22	15	2	4		6		5	7	32	5	1	9
77		57	46	44		147			2	6	3	18			20	85	42		
78	1	40	29	22	3	82	14	2	10	10	1	2	5	6	5	45	44		4
79	1	44	29	42		71	23	21	7	11	1	4	3	17	14	45	27	9	20
80	1	90	32	66	25	97	45	71	14	5	3	31	3	30	65	36	57	25	30
81	1	33	32	38		68	11	24	11	4	1	8	3	14	28	36	21	10	8
82	1	29	33	35	7	57	47		10	3	3	17		4	16	43	26	5	14
83	1	66	46	56	8	72	84	20	5	8	1	13		6	15	88	59	6	8
84		9	3	19		28		3		3		2			2	26	1	1	1
85	1	41	29	64	20	78	67	9	10	17	4	19	3	4	33	51	37	20	13
86	1	6	15	18		22	8	9	3	6	1	1		1	4	21	7	4	3
87	1	31	14	28		68	4	1	4	4		2		6	9	38	7	12	7
88		35	18	19	5	25	50	2	3	1		4		3	11	48	8	5	6
89	1	44	33	63	12	45	102	5	3	16	3	16	2	4	20	87	28	10	7
90	1	51	44	67	9	84	86	1	6		2	8	2	20	60	48	43	20	
91		22	9	14	2	28	13	6	4	3		1		5	8	19	6	2	12
92	1	34	23	33	2	68	16	8	5	1	1	8	2	17	18	15	34	15	10
93		67	17	23		103		4				6		1	3	67	30	5	2
1	56	3,790	3,016	3,534	587	6,278	3,933	716	512	459	174	686	133	821	2,192	4,163	2,919	879	774
2	28	4,007	3,376	3,118	1,095	8,414	2,781	401	788	374	173	564	170	958	3,792	2,584	2,943	1,265	1,012
3	84	7,797	6,392	6,652	1,682	14,692	6,714	1,117	1,300	833	347	1,250	303	1,779	5,934	6,747	5,862	2,144	1,786
4	185	7,644	6,264	6,345	1,470	14,166	6,390	1,167	1,331	757	368	1,171	348	1,894	5,448	6,221	5,054	1,953	1,788
5		153	128	307	212	526	324			76		79			536	526	808	191	
6	1							50	31		21		45	115					2
7	64	35	28	30	7	65	30	5							26	30	26	10	8

Table L.—PROTESTANT SEPARATE SCHOOLS.

Statistics.	No. 5, Bromley.	No. 9, Cambridge.	No. 6, North Plantagenet.	Rama Tp.	No. 1, N. Tilbury.	L'Original Vill.	Pen-tangui-shene Town.	Total.
Number of Schools.....	1	1	1	1	1	1	1	7
<i>Receipts:</i>	\$ c	\$ c	\$ c	\$ c	\$ c	\$ c	\$ c	\$ c
Balances from 1900.....	101 47	5 29	48 59	142 82	104 26	307 64	46 74	756 81
Government grants.....	11 25	5 55	4 35	42 88	20 50	32 75	120 23	237 51
Municipal grants.....				169 00		401 75	1,925 59	2,496 34
Trustees' school taxes.....	228 00	88 53	310 00	150 00	301 08			1,077 61
Other sources.....		1 00			500 33	4 84	4 25	510 42
Totals.....	340 72	100 37	362 94	504 70	926 17	746 98	2,096 81	5,078 69
<i>Expenditure:</i>								
Teachers' salaries.....	235 00	81 25	250 00	350 00	315 74	323 48	1,434 07	2,989 54
School sites and buildings.....			29 53		265 00		334 00	528 53
Libraries, maps, etc.....					5 30	14 03	4 00	23 33
Other expenses.....	28 29	8 18	38 33	67 78	332 19	113 99	314 97	903 73
Totals.....	263 29	89 43	317 86	417 78	918 23	451 50	2,087 04	4,545 13
Balances on hand.....	77 43	10 94	45 08	86 92	7 94	295 48	9 77	533 56
<i>Teachers:</i>								
Male.....	1	1	1	1	1	1	1	2
Female.....							3	8
Certificates.....	III	Temp.	II	II	III	III	4, II	6, II; 3, III; 1 Temp.
Salaries.....	235 00	156 00	250 00	350 00	300 00	300 00	Male, \$650 00 Female, \$275 00	Av. Male, \$500 00 Av Fem'le, \$258 00
<i>Pupils:</i>								
Total number attending.....	23	16	11	88	43	34	235	450
Boys.....	12	9	4	42	26	13	123	229
Girls.....	11	7	7	46	17	21	112	221
Average attendance.....	9	6	4	43	20	23	144	249
No in 1st Reader, Part I.....	4	3	2	26	7	4	68	114
“ 1st “ Part II.....	2	2	3	13	12	1	38	71
“ 2nd “.....	2	5	2	13	10	7	36	75
“ 3rd “.....	8	4	1	20	6	4	55	98
“ 4th “.....	4	2	2	15	8	18	25	74
“ 5th “.....	3		1	1			13	18
“ writing.....	20	11	11	49	43	34	235	408
“ arithmetic.....	23	14	11	36	43	34	235	396
“ drawing.....	21	14	11	36	43	34	235	394
“ geography.....	12	11	6	36	24	29	235	353
“ music.....		16	11				77	104
“ grammar and composition.....	12	6	6	36	40	21	108	229
“ English history.....	8	2	3	16	14	21	38	102
“ Canadian history.....	8	2	6	16	14	21	87	154
“ physiology and temperance.....	5	2	4	5	24	29	25	94
“ drill and calisthenics.....		16	11	88		34		149
“ bookkeeping.....	3			1			13	17
“ algebra.....	3		1	1			13	18
“ geometry.....	3		1	1			13	18
“ botany.....							13	13
“ elementary physics.....			1					1
“ agriculture.....	3		3		11			17
Sch. houses (brick, frame or log)	Log	Log	Frame	Frame	Brick	Brick	Brick	3B, 2F, 2L,
Number of maps.....	6	6	8	14	3	8	9	54
Number of globes.....	1			1	1	1		4

Table M.—REPORT ON TRUANCY.

Cities.	No. of children otherwise employed during school hours.	No. of cases of truancy reported.	No. of complaints made before Police Magistrates or J. P.s.	No. of convictions.	No. of children not attending any school.	Towns.	No. of children otherwise employed during school hours.	No. of cases of truancy reported.	No. of complaints made before Police Magistrates or J. P.s.	No. of convictions.	No. of children not attending any school.
Brantford . . . . .	...	209	10	10	...	Simcoe	8	...	...	...	...
Chatham . . . . .	...	47	2	...	...	Smith's Falls	12	...	...	...	12
Guelph	3	68	...	...	8	Stayner	2	5	3	1	...
Hamilton . . . . .	...	250	32	9	...	Thessalon	2	...	...	...	...
St. Catharines . . . . .	...	70	...	...	...	Thornbury	10	...	...	...	...
St. Thomas . . . . .	...	81	5	3	...	Thorold	4	...	...	...	...
Stratford . . . . .	...	43	4	4	...	Tilsonburg	10	...	...	...	...
Toronto	92	485	10	3	...	Toronto Junction	3	...	...	...	...
Windsor . . . . .	...	385	1	...	5	Wallaceburg	7	...	...	...	...
Towns.						Walkerton	14	...	...	...	...
Almonte . . . . .	...	20	...	...	...	Welland	3	31	1	1	...
Arnprior . . . . .	...	4	...	...	...	Wiarton	16	...	...	...	...
Aurora . . . . .	...	10	...	...	...	Villages.					
Aylmer . . . . .	...	17	...	...	...	Ailsa Craig	1	...	...	...	...
Barrie . . . . .	...	8	...	...	...	Ayr	2	...	...	...	...
Berlin	2	2	...	...	...	Bath	3	8	...	...	...
Bowmanville	4	68	...	...	...	Beamsville	4	...	...	...	...
Brockville . . . . .	...	39	...	...	...	Burk's Falls	30	...	...	...	...
Collingwood	12	48	...	...	...	Burlington	2	...	...	...	...
Cornwall . . . . .	...	6	...	...	...	Campbellford	5	...	...	...	...
Deseronto	5	200	...	...	20	Colborne	8	...	...	...	5
Dundas	4	14	3	2	...	Delhi	2	...	...	...	...
Dunnville . . . . .	...	6	...	...	...	Drayton	1	...	...	...	...
Durham . . . . .	...	7	...	...	6	Dundalk	4	18	...	...	3
Galt	2	19	...	...	...	Exeter	3	3	...	...	...
Gravenhurst . . . . .	...	20	...	...	...	Fergus	2	...	...	...	...
Ingersoll . . . . .	...	4	...	...	...	Garden Island	1	...	...	...	...
Lindsay	12	92	1	...	...	Georgetown	47	...	...	...	...
Milton . . . . .	...	12	...	...	...	Glencoe	2	4	...	...	...
Newmarket	2	5	...	...	...	Marmora	7	...	...	...	...
Niagara . . . . .	...	8	...	...	...	Port Dover	15	...	...	...	...
Niagara Falls	9	154	5	...	...	Springfield	1	...	...	...	...
North Bay	5	11	...	...	...	Tara	8	...	...	...	...
Orangeville . . . . .	...	2	...	...	40	Thamesville	3	...	...	...	...
Perth . . . . .	...	8	...	...	...	Waterford	20	...	...	...	...
Peterborough . . . . .	...	20	1	...	...	Weston	10	1	1	...	...
Petrolia	7	35	...	...	8	Totals	186	2,872	85	34	110
Prescott . . . . .	...	24	3	...	...				
Preston . . . . .	...	40	...	...	...			
St. Mary's . . . . .	...	4	...	...	...			
Sarnia	2	7	3	...	3						

Table N.—REPORT ON KINDERGARTENS.

Municipality.	No. of Kindergartens.	No. of Teachers.	No. of pupils attending.	Average attendance.
Cities:				
Brantford	3	8	412	145
Chatham	2	3	232	99
Guelph	1	2	143	52
Hamilton	13	17	1,449	561
Kingston	3	5	167	104
London	14	28	1,044	332
Ottawa	12	20	1,074	379
Stratford	3	5	298	96
Toronto	45	126	4,788	2,049
Towns:				
Aylmer	1	1	60	47
Berlin	4	5	293	208
Cobourg	1	1	47	28
Dundas	1	1	75	47
Galt	1	2	55	46
Hespeler	1	2	101	58
Ingersoll	1	2	118	39
Niagara Falls	1	3	86	22
Owen Sound	1	2	152	49
Peterborough	2	5	187	58
Preston	1	1	81	50
Simcoe	1	1	112	39
Tilsonburg	1	1	61	30
Toronto Junction	2	4	154	65
Waterloo	1	1	70	48
Villages:				
Ashburnham	1	4	79	41
Campbellford	1	1	67	12
Totals	118	251	11,405	4,704

Table O.—REPORT ON NIGHT SCHOOLS.

Municipality.	No. of Night Schools.	Teachers.	Pupils attending.	Average attendance.
Brantford	1	4	114	8
St. Catharines	1	2	49	14
Toronto	9	15	620	162
Sault Ste. Marie	1	1	17	10
Totals	12	22	800	194

Table P.—GENERAL STATISTICAL ABSTRACT.

A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes), also Normal College and Model Schools, from the year 1867 to 1901, compiled from Returns in the Education Department.

No.	Subjects compared.	1867.	1872.	1877.	1882.	1887.	1892.	1897.	1900.	1901.
1	Population	1,620,851	1,926,922	2,114,321	2,114,321	2,114,321	2,114,321	2,114,321	2,114,321	2,114,321
2	School population between the ages of five and sixteen years, up to 1864, (and five to twenty-one subsequently) ..	447,726	495,756	494,804	493,817	611,212	595,238	590,055	580,105	574,490
3	High School's (including Collegiate Institutes) ..	102	104	104	104	112	128	130	131	131
4	Normal College and Normal and Model Schools ..	3	4	6	6	6	6	7	8	8
5	Total Public Schools in operation ..	4,261	4,955	5,013	5,013	5,277	5,577	5,574	5,655	5,953
6	Total Roman Catholic Separate Schools ..	161	171	185	190	229	312	340	355	372
7	Grand total of all schools in operation ..	4,527	4,768	5,248	5,313	5,624	6,023	6,051	6,149	6,174
8	Total pupils attending High Schools (including Collegiate Institutes) ..	5,696	7,968	9,229	12,348	17,459	22,837	24,390	21,728	22,523
9	Total students and pupils attending Normal College, Normal and Model Schools ..	800	800	900	1,059	1,204	1,270	1,492	1,674	1,647
10	Total pupils attending Public Schools ..	389,719	433,256	465,908	445,364	462,809	448,204	441,157	432,126	426,824
11	Total pupils attending Roman Catholic Separate Schools ..	18,924	21,406	24,952	26,148	30,873	37,466	41,620	42,397	43,987
12	Grand total, students and pupils attending High, Public, Separate Schools, Normal College, and Normal and Model Schools ..	408,139	463,430	500,959	494,918	511,875	509,777	508,659	497,920	494,981
13	Total amount paid for the salaries of Public and Separate School Teachers ..	\$1,093,516	1,371,594	2,038,099	2,144,448	2,458,540	2,752,628	2,886,001	2,985,278	3,055,321
14	Total amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc.	\$379,672	835,770	1,035,390	882,526	1,283,565	1,301,289	1,329,609	1,601,806	1,664,989
15	Grand total paid for Public and Separate School Teachers salaries, the erection and repairs of school houses, and for libraries, apparatus, etc.	\$1,473,188	2,207,364	3,073,489	3,026,974	3,472,105	4,052,917	4,215,670	4,587,083	4,720,310
16	Total amount paid for High School (and Collegiate Institute) Teachers' salaries ..	\$94,820	141,812	211,607	253,864	327,452	470,828	532,837	529,245	535,521
17	Total amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc.	\$19,190	31,360	51,417	89,857	168,160	215,871	183,139	189,356	192,611
18	Amount paid for other educational purposes* ..	\$332,825	439,690	250,968	262,307	280,832	353,987	346,820	347,283	353,182
19	Grand total paid for educational purposes ..	\$1,920,023	2,820,226	3,587,481	3,639,002	4,518,549	5,094,603	5,278,466	5,652,977	5,781,624
20	Total Public and Separate School Teachers ..	4,890	5,476	6,468	6,857	7,594	8,480	9,128	9,440	9,494
21	Total male teachers ..	2,819	2,626	3,020	3,082	2,718	2,770	2,784	2,680	2,465
22	Total female teachers ..	2,041	2,850	3,448	3,795	4,876	5,710	6,344	6,810	7,035

* Colleges and Private Schools are included for 1867 and 1872.

APPENDIX B.—CONTINUATION CLASSES.—1901-1902.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Brant	Arthur E. Green	I	4	8 S. Dumfries	11	1			
	John Hicks	II	2	8 Burford	10		1		
	Alberta A. Langs	II	1	11 Burford	4				1
	W. J. Chapman	II	1	22 Burford	3				1
	Jos. Poole	II	1	24 Burford	3				1
	K. C. Misine	II	1	4 Brantford	3				1
	Marjory A. Amy	II	1	14 S. Dumfries	3				1
	Lettie Carrow	II	1	2 Oakland	3				1
Bruce, E.	R. D. McMurchy, B.A.	I	9	*Chesley, Village	80	1			
	J. W. Ward	II	3	14 Carrick	15		1		
	J. F. Loney	II	2	U 3 Amabel and Arran ..	5				1
	B. Cannon	II	1	11 Brant	3				1
	J. H. Lipsett	II	3	Tara, Village	10				1
	J. E. Hodgson, B.A.	I	7	†Paisley, Village	66	1			
	Jas. McPherson	I	3	10 Huron	19		1		
	Jos. Stalker	II	4	Lucknow, Village	20		1		
Bruce, W.	J. H. Cunningham	I	4	Teeswater, Village	30	1			
	H. E. Fair	II	1	10 Kinloss	5			1	
	Geo. H. Bielby	III	3	Tiverton, Village	8			1	
	Bessie McKenzie	III	1	2 Culross	7			1	
	Samuel Lewis	III	1	9 Bruce	4				1
	Stanley D. Evans	III	1	10 Bruce	3				1
	Percy K. Darling	III	1	1 Huron	3				1
	H. S. Sanderson	III	1	6 Greenock	3				1
	Ernest A. Oliver	III	1	1 Culross	3				1
	Phemia McDonald	III	1	6 Kinloss	3				1
	Geo. A. Church	I	3	11 Osgoode	33	1			
	John L. Bryant	I	3	Richmond, Village	17		1		
	Thos. P. Shaver	II	2	3 Huntley	12		1		
	Sara A. Heanin	II	1	7 Nepean	6			1	
Dufferin	Lila MacDougall	II	1	6 Marlboro'	7			1	
	Ernest Howes	II	1	5 Gloucester	7				1
	Bessie Lancaster	II	1	5 Huntley	4				1
	Minnie Mains	II	1	4 Marlboro'	3				1
	Matthew Barrie	II	2	18 Osgoode	5				1
	Miss C. J. McEwan	I	1	2 Goulburn	7				1
	D. Campbell	II	5	Grand Valley, Village ..	14	1			
	T. E. Langford, M.A.	I	6	†Shelburne, Village	44	1			
	R. A. Winter	II	2	2 Melancthon	10			1	
	L. Hunter	II	1	10 Mulmur	6				1
Dundas	Wm. Heath	II	2	17 Mono	10			1	
	M. A. Noble	III	1	1 Mulmur	5				1
	L. Carleton	III	1	11 Mulmur	5				1
	Hiram B. Fetterly	I	7	Winchester Village	28	1			
	Alice E. Timberlake	I	5	Chesterville Village	26	1			
	Horatio Loucks	I	3	12 Winchester	15		1		
	Grace Lew	II	2	4 Winchester	8			1	
	David L. Collison	II	2	12 Williamsburg	7			1	
	Harold C. Fader	II	2	1 Mountain	6				1
	Eli Robinson	II	2	6 Mountain	5				1
Durham	John A. Shaver	II	2	U 18 and 1 Williamsburg ..	4				1
	D. Hampton	II	4	Millbrook, Village	40	1			
	F. J. Groat	II	2	11 Darlington	5			1	
	Gerald D. Byers	III	1	1 S. Monaghan	5			1	
	D. W. Clarke	III	2	15 Manvers	5			1	
	E. Earchman	III	1	1 Cartwright	3				1
	W. J. Inch	II	1	15 Clarke	3				1
	Edwin Mitchell	II	1	5 Manvers	3				1
	Ida Scott	III	1	11 Manvers	3				1
	Florence Robertson	III	1	5 S. Monaghan	3				1
Elgin	F. Tanton	I	4	5 Aldborough	24	1			
	T. D. Allingham, B.A.	I	4	6 Aldborough	25	1			
	George Stewart	II	3	Springfield, Village	23		1		
	A. C. Curtis	II	2	13 Dunwich	12			1	
	H. R. Parker	I	3	11 S. Dorchester	25		1		
	J. W. Brown	II	2	9 Southwold	10			1	
	John McFadyen	II	2	12 Southwold	20		1		
	C. A. Norman	II	2	18 Bayham	8				1
	R. F. Whiting	II	2	7 Yarmouth	9				1

* Three teachers doing Cont. Class work only.

† Two teachers doing Cont. Class work only.

APPENDIX B.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Elgin	E. Witty	II	2	Port Stanley, Village	4				1
	Jean Anderson	II	1	8 Aldborough	6				1
	Effie McEachern	I	1	9 Aldborough	5				1
	Mary A. McColl	II	1	14 Aldborough	4				1
	Wm. Walker	II	2	2 Bayham	4				1
	Mary Hutton	II	1	3 Bayham	4				1
	H. C. Branion	III	2	14 Bayham	4				1
	Jas. Amoss	II	2	16 Bayham	4				1
	Robt. J. McMillan	III	1	9 Dunwich	5				1
	Mary Duncanson	III	1	12 Dunwich	3				1
	Jessie Arnp	III	1	9 Malahide	7				1
	Neil J. Thomas	III	1	2 Southwold	5				1
	Lillie Woodward	III	1	3 Southwold	5				1
	Austin McLean	III	1	8 Southwold	3				1
	John C. McLennan	III	1	11 Southwold	2				1
	E. V. Turnpenny	III	1	8 Yarmouth	11				1
	F. H. Langford	III	1	9 Yarmouth	6				1
	John Flower	II	2	19 Yarmouth	8				1
	Louise McKenny	III	1	23 Yarmouth	5				1
	Jessie Ward	II	1	24 Yarmouth	4				1
Essex, N	Nellie Moynahan	II	2	6 S. Sandwich	6			1	
	Melanie McManamy	II	1	2 Maidstone	4				1
Essex, S	E. U. Dickenson, B.A.	I	5	*4 Tilbury W	29	1			
	Agnes Johnston	I	6	Amherstburg, Town	26	1			
Frontenac	Fred J. Voaden	II	7	Kingsville, Town	21		1		
	Wm. J. Elliott	I	3	9 Colchester, S	12		1		
	J. H. Madill	II	1	2 Colchester, S	11			1	
	Wm. H. McGuirl	II	2	15 Gosfield, N	3				1
	Thos. P. Maxwell	II	1	2 Storrington	5				1
	P. M. Spence	II	2	2 Kennebec	3				1
Glengarry	Della Snyder	III	1	5 Hinchinbrooke	4				1
	Wm. J. Hull	I	3	Maxville, Village	12			1	
	J. E. Galbraith	I	3	Lancaster, Village	4				1
Grey, E	Wm. B. McEwan	II	3	12 Charlottetown	8				1
	David McK. Forrester	I	2	13 Collingwood	13		1		
	Lillian Robson	II	2	5 Euphrasia	9				1
	T. A. Wright	II	1	5 Collingwood	8				1
	Maggie Smith	II	1	7 Collingwood	4				1
	G. W. Mason, M.A.	I	2	U 4 Euphrasia	11				1
Grey, S	Adam F. Fries	III	1	U 1 Euphrasia	4				1
	J. B. Gillesby	I	4	Thornbury, Town	5				1
	T. Allan	I	7	*Durham, Town	59	1			
	J. W. Brown, B.A.	I	7	Hanover, Village	31				
	Jas. S. Rowe	II	4	Markdale, Village	20		1		
	J. E. Fawcett	II	3	5 Artemesia	14			1	
Haldimand	W. J. Blakeston	II	4	Dundalk, Village	14			1	
	Jas. H. Coleridge	II	1	13 Egremont	7				1
	Maggie McCannel	II	1	1 Normandy	3				1
	T. A. Bell	II	2	U 12 Artemesia and Glenelg	6				1
	T. F. Andrew	II	1	9 Osprey	5				1
	Neil S. McEachern	II	1	U 1 Holland & Sullivan	6			1	
Haliburton, etc.	John A. Mackinnon	III	1	U 3 Holland & Sullivan	4				1
	Dawson F. Aiken	I	4	10 Walpole	25	1			
	J. L. Michener, B.A.	I	2	3 Walpole	10			1	
	Wm. J. Neale	II	2	5 N. Cayuga	8				1
	Maggie E. Kenney	II	2	1 Walpole	3				1
	Alice Martin	II	1	2 Walpole	3				1
Haliburton, etc.	Clarence D. Bouck	I	1	15 Walpole	3				1
	A. C. Bernath	I	8	Huntsville Town	26	1			
	R. G. Irvine	I	5	Burk's Falls Village	16	1			
	H. I. Case	I	2	4 N. Himsworth	5			1	
	E. T. Atkinson	III	2	2 Machar	8			1	
	R. B. Stevenson	II	3	8 S. Himsworth	3				1
Halton	John Maxwell	II	2	Sundridge, Village	3				1
	W. I. Stephenson	I	3	1 Anson	3				1
	Maggie McLeod	III	1	8 Chaffey	3				1
	Wm. F. Inman	I	7	*Milton, Town	46	1			
	Hannah J. Starr	I	6	†Acton, Village	16	1			

* Two teachers doing Continuation Class work only.

† Organized January, 1902.

APPENDIX B.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Halton—Con.	Richard J. Hill	I	4	Burlington, Village..	13			1	....
	John H. Bradley	I	1	4 Nelson	7			1	....
	Bertha Davidson	III	2	1 Tyendinaga	55			1	....
	Robinson Morton	II	2	1 Hungerford	55			1	....
	J. E. Chambers	II	1	3 Hungerford	55			1	....
	Louise Rush	III	1	7 Sidney	55			1	....
	John Bell	II	4	Tweed, Village	55			1	....
	M. W. Mott	II	2	12 and 14 Thurlow	55			1	....
	O. S. Hicks	II	2	2 Sidney	3				1
	Bertha Watson	II	1	10 Sidney	3				1
	W. A. Black	II	2	11 Sidney	3				1
	Lester Ross	II	2	13 Sidney	3				1
	Florence Snider	III	1	4 Thurlow	3				1
	Bessie Faulkner	III	1	7 Thurlow	3				1
	Wm. H. Nobes	II	2	17 Thurlow	3				1
Hastings, S.	E. O. Platt	I	1	18 Thurlow	3				1
	Jeneie Baker	III	1	7 Tyendinaga	3				1
	Annie Callaghan	III	1	17 Tyendinaga	3				1
	A. H. Musgrove	II	9	Wingham, Town	63	1			....
	I. H. Cameron	I	5	Brussels, Village	60	1			....
	J. J. Bailey	I	3	Blyth, Village	13			1	....
	John Hartley	II	2	Wroxeter, Village	13			1	....
	Chas. E. Leppard	II	1	U. 4 Grey	5			1	....
	Robt. Douglas	II	2	7 Howick	10			1	....
	Alex. MacEwan	II	2	U. 4 Turnberry	9			1	....
	S. Mack Eastman	III	1	3 Grey	4				1
	Lizzie Calder	II	2	7 Grey	4				1
	Geo. Dobson	II	2	11 Grey	4				1
	Wm. Watters	II	2	17 Howick	6				1
	Mary Ayleworth	III	1	18 Howick	4				1
Huron, E.	A. A. Dobson	III	1	5 Howick	6				1
	Fred Fowler	II	1	1 Hullett	3				1
	Jessie Wiseman	III	2	8 Hullett	3				1
	H. Mil'ner	III	1	10 Morris	5				1
	A. Scott	II	1	3 Tuckersmith	7				1
	Robt. J. Beatty	II	1	5 Tuckersmith	4				1
	Thos. G. Shillinglaw	II	1	9 Tuckersmith	3				1
	Douglas Fraser	II	1	9 Turnberry	10				1
	H. N. Anderson	I	8	*Exeter, Village	46	1			....
	Wm. McKay	II	3	Hensall, Village	16		1		....
	Frederick Ross	II	1	4 Ashfield	6			1	....
	Thos. G. Allan	II	2	8 Ashfield	11			1	....
	W. L. Hackett	III	1	10 Ashfield	9			1	....
	Isaiah Kilpatrick	III	1	16 Ashfield	7			1	....
	Albert E. Aikenhead	III	2	10 Stanley	11			1	....
Huron, W.	Geo. Howard	II	1	9 Stanley	7			1	....
	Claude Bluett	II	3	5 Stephen	5			1	....
	Chas. A. Tebbutt	II	1	4 W. Wawanosh	5			1	....
	W. B. Hawkins	II	1	9 Ashfield	3				1
	D. W. Evans	II	1	12 Ashfield	5				1
	Geo. S. Woods	II	1	6 Colborne	3				1
	Eva Cooper	III	1	9 Colborne	5				1
	Lizzie M. Trudgeon	II	1	1 Goderich	4				1
	Sara J. Bell	I	1	2 Goderich	3				1
	Geo. Baird, Sr	I	1	1 Stanley	3				1
	Wm. H. Johnston	II	1	14 Stanley	5				1
	Jno. A. McNaughton	II	2	1 Stephen	4				1
	Annie M. Clark	II	1	3 W. Wawanosh	4				1
	Wm. N. Courtice	III	2	1 W. Wawanosh	6				1
	Lizzie Cunningham	II	1	8 E. Wawanosh	6				1
Kent, E.	H. I. Morrish	II	1	6 E. Wawanosh	3				1
	J. A. Bannister, B.A.	I	8	Blenheim, Town	30	1			....
	Henry Kelly, B.A.	II	4	Bothwell, Town	28	1			....
	J. G. Cameron	II	4	Thamesville, Village	30	1			....
	J. D. Campbell	I	4	6 Orford	27	1			....
	Margt Scurrah	II	1	8 Camden	6			1	....
	Lizzie Noack	II	2	2½ Harwich	8			1	....
	Mary McCully	III	2	4 Harwich	5			1	....
	Jas. C. Black	II	1	6 Harwich	5			1	....

* Two teachers doing Continuation Class work only.

APPENDIX B.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Kent, E.—Con	Stella Rowe	II	1	7 Harwich	5			1	
	R. J. Newkirk	II	1	9 Harwich	10			1	
	J. E. Caldwell	II	2	3 & 4 Orford	6			1	
	Flora Gesner	II	1	5 Orford	5			1	
	Augusta Lawrence	II	1	10 Camden	3				1
	Chas. McKenzie	II	1	3 Harwich	3				1
	Alex. Clark	III	1	8 Harwich	4				1
	Jas. A. McDonald	III	1	11 Harwich	3				1
	Jas. E. Wilkinson	III	1	13½ Harwich	4				1
	Mamie Campbell	III	1	1 Howard	3				1
	W. J. Robinson	II	1	2 Howard	3				1
	Dougald Graham	III	1	11 Howard	3				1
	Eliza Gesner	II	1	12 Howard	4				1
	May C. Colles	II	1	13 Howard	4				1
	Mary McArthur	III	1	16 Howard	3				1
	Louisa Tuck	III	1	3 Zone	4				1
	Ena M. Thatcher	II	1	5 Zone	4				1
Kent, W.	G. A. Miller	I	8	Dresden, Town	35	1			
	E. E. Dadson	I	10	*Wallaceburg, Town	75	1			
	Jessie Ferguson	II	2	9 Chatham	14		1		
	W. C. Danty	II	3	U. 4 Romney	18		1		
	F. W. Tobey	III	1	3 Chatham	6			1	
	Gordon Stewart	III	1	11 Dover	9			1	
	Lydia Broadbent	III	1	7 Raleigh	7				1
	Cora C. Doyle	III	1	U. 3 Raleigh	6				1
	Jas. A. Davidson	II	2	U. 5 Raleigh	8				1
	S. Candace Irwin	II	2	5 Tilbury, E.	8				1
	I. S. McAllum	II	3	Tilbury, Village	16			1	
	Harriet French	II	1	6 S. Chatham	4				1
	Dora McKerrall	III	1	8 Chatham	3				1
	Nettie McKnight	II	1	U. 1 Chatham	3				1
	T. N. Leigh	II	1	6 Dover	4				1
	H. M. Fleming	III	1	5 Raleigh	7				1
	Ethel Waterman	II	1	9 Raleigh	4				1
	Elizabeth Patterson	II	1	13 Raleigh	7				1
	Margaret McIsaac	II	1	U. 4 Raleigh	5				1
	John Rogers	II	1	U. 6 Raleigh	5				1
	C. Ross McColl	III	1	2 E. Tilbury, E.	3				1
	Alice Estabrook	III	1	2 W. Tilbury, E.	3				1
	Lizzie Stewart	II	1	3 M. Tilbury, E.	3				1
Lambton, E., No. 2.	A. A. McLean	III	1	3 S. Tilbury, E.	5				1
	Cassie M. Hill	II	1	4 Tilbury, E.	4				1
	D. Hicks, B. A.	I	6	Oil Springs, Village	26	1			
	Arthur Walker	I	4	Alvinston, Village	26	1			
	Jas. J. Wilson	II	2	Enniskillen	13		1		
	Arthur Prior	I	1	15 Warwick	3				1
	Chas. H. Barnes	I	2	Arkona, Village	4				1
	Maggie McKinlay	III	1	9 Brooke	3				1
	Jarvis Hewdry	II	1	3 Dawn	4				1
	Harvey Cutler	II	1	13 Dawn	4				1
Lambton, W., No. 1.	Edna Stewart	II	1	15 Enniskillen	3				1
	Neil McLean	II	3	Wyoming, Village	6			1	
	Ada K. Lundey	II	2	8 Sombra	4				1
	Maud Brightwell	II	2	5 Moore	4				1
	Christena Gray	II	1	15 Moore	3				1
	Thos. Jarrott	II	2	18 Moore	3				1
	Chas. Johnson	II	1	3 Plympton	3				1
	Mamie D. Campbell	II	1	5 Plympton	3				1
	Maggie Logan	III	1	12 Plympton	3				1
Lanark	R. Beatty	II	5	Lanark, Village	36	1			
	Mima Elli	II	3	4 Pakenham	24		1		
	R. W. Motherwell	III	1	1 Burgess, N	6			1	
	J. A. McDona d.	II	2	11 Drummond	5			1	
	Mrs. E. Foley	II	2	12 Bathurst	3				1
Leeds, No. 1	Ida Paul	II	2	11 Ramsay	3				1
	M. E. Sparrow	II	2	3 Bathurst	3				1
	W. D. Hannah	I	3	Newboro' Village	6			1	
	J. Somerville	II	2	4 Leeds, Rear	6			1	
	B. Taggart	III	3	4 N. Crosby	4				1

* Two teachers doing Continuation Class work only.

APPENDIX B.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Leeds No. 1.—Con.	M. Foster.....	II	2	5 S Crosby	4	.....	.....	.....	1
	J. Acheson.....	II	2	11 Bastard	4	.....	.....	.....	1
Leeds, No. 2.....	Libbie E. Thompson ..	II	2	4 Yonge & Escott, Front.	9	.....	.....	1	.....
	Malcolm Lehigh.....	III	2	11 Kitley	6	.....	.....	.....	1
Leeds & Grenville ..	Thos. N. Lewis, B.A ..	I	5	Merrickville Village ..	33	1	.....	.....	.....
	Geo. Conley	II	6	Cardinal Village	7	.....	.....	1	.....
	Jas. E. Blanchard	II	2	17 Augusta	6	.....	.....	1	.....
	J. E. Burchill	II	2	15 Edwardsburgh	12	.....	.....	1	.....
	Wm. J. McLachlan	II	2	1 and 5 Oxford	13	.....	.....	1	.....
	Wm. T. Ferguson	III	2	8 Oxford	5	.....	.....	.....	1
Lennox & Addington	J. H. Davidson, B.A ..	I	3	Bath Village	28	1	.....	.....	.....
	B. Paed	I	3	4 Amherst Island	4	.....	.....	.....	1
	Mary Gibson	III	1	1 Amherst Island	5	.....	.....	.....	1
	Agatha Stevenson	III	1	8 Ernesttown	5	.....	.....	.....	1
	Maud Glover	III	1	12 Ernesttown	4	.....	.....	.....	1
	W. H. Tuckett	III	1	13 Ernesttown	9	.....	.....	.....	1
Lincoln	Fred. Adams	II	3	19 Ernesttown	4	.....	.....	.....	1
	A. A. McQuarrie	II	1	1 Louth	3	.....	.....	.....	1
Middlesex, E.	F. J. Newhouse	II	1	3 Gainsboro'	3	.....	.....	.....	1
	E. W. Farr	II	1	1 London	5	.....	1	.....	.....
	Ernest Fuller	III	1	7 London	8	.....	.....	1	.....
	Mary Sharp	II	1	23 London	5	.....	.....	1	.....
	Garfield Smith	III	2	17 London	6	.....	.....	1	.....
	Wm. Mc.Kerracher	II	2	14 Westminster	4	.....	.....	.....	1
	Floy Glenn	II	1	17 Dorchester	3	.....	.....	.....	1
	Albert Smith	II	1	4 London	4	.....	.....	.....	1
	Chas. F. Price	II	1	10 London	3	.....	.....	.....	1
	Geo. Stewart	II	1	13 London	3	.....	.....	.....	1
	Alfred Marks	III	1	2 Nissouri	3	.....	.....	.....	1
	Duncan McMartin	III	1	6 and 10 Westminster ..	3	.....	.....	.....	1
	John D. Milne	II	1	18 and 21 Westminster ..	3	.....	.....	.....	1
	Susanna McLellan	II	1	5 Westminster	3	.....	.....	.....	1
Middlesex, W.	Fred. Langford	II	2	U. 16 Caradoc & Exfrid ..	10	.....	1	.....	.....
	W. G. Robinson	II	2	U.1 & 2 Adel. & W.W'ms.	5	.....	.....	1	.....
	Ben. Parker	II	1	10 Lobo	8	.....	.....	1	.....
	Melvin Payne	II	1	15 Caradoc	3	.....	.....	.....	1
	C. J. Bradley	II	2	1 Ekfrid	3	.....	.....	.....	1
	Sara Brodie	II	1	3 Ekfrid	3	.....	.....	.....	1
	Byron McLeod	II	1	7 Lobo	4	.....	.....	.....	1
	Charles George	II	1	17 Mosa	3	.....	.....	.....	1
	Frank Stidwell	II	1	13 W. Williams	3	.....	.....	.....	1
	Jennie McPherson	II	1	U.16 W.W'ms & McGlvry	3	.....	.....	.....	1
	Donald S. McPherson ..	II	1	1 E. Williams	3	.....	.....	.....	1
	Geo. Glendinning	III	1	Delhi Village	13	.....	.....	1	.....
Norfolk	J. A. Irwin	I	4	6 Charlotteville	7	.....	.....	1	.....
	H. J. Alexander	II	2	23 Townsend	7	.....	.....	1	.....
	A. Hyde	III	1	2 Middleton	6	.....	.....	1	.....
	N. C. Mansell	II	2	18 Charlotteville	6	.....	.....	.....	1
	E. B. Hagerman	II	2	12 Townsend	4	.....	.....	.....	1
	M. C. Scott	III	1	13 Townsend	4	.....	.....	.....	1
	L. Bouslaugh	III	1	24 Townsend	6	.....	.....	.....	1
	M. A. Ineson	I	1	7 S. Walsingham	5	.....	.....	.....	1
	F. C. McCall	III	2	15 N. Walsingham	5	.....	.....	.....	1
	M. Reid	II	1	10 Windham	5	.....	.....	.....	1
	R. A. Catherwood	II	2	14 Windham	5	.....	.....	.....	1
	H. Henderson	I	1	2 Percy	29	1	.....	.....	.....
Northumberland....	W. J. Wright, B.A ..	I	4	2 Alnwick	10	.....	.....	1	.....
	Geo. A. Dawe	II	2	Hastings Village	9	.....	.....	1	.....
	W. T. Halligan	II	2	5 Percy	6	.....	.....	1	.....
	Edith Robertson	II	1	8 Percy	6	.....	.....	1	.....
	J. H. Minaker	II	1	10 Percy	3	.....	.....	.....	1
	Annie Robertson	III	1	Cannington Village	17	.....	1	.....	.....
Ontario, N.	R. J. Johnston	II	4	Beaverton Village	16	.....	1	.....	.....
	J. Givens	II	3	8 Scott	8	.....	.....	1	.....
	Edward Blanchard	II	1	U. 2 Brock	6	.....	.....	1	.....
	Arnie Ferguson	III	1	10 Brock	6	.....	.....	1	.....
	Ernest Middleton	II	1	3 Mara	6	.....	.....	1	.....
	J. M. Kelly	II	1	2 Rama	8	.....	.....	1	.....
	Mary Bradley	III	1	13 Brock	9	.....	.....	1	.....
	Wm. Fallowdowne	II	3	.....	.....	.....	.....	.....	.....

APPENDIX B.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Simcoe, E. and W. Muskoka	John Trask	III	3	7 Medonte	6			1	....
	Miss V. Williams	II	2	2 Stephenson	6			1	....
	Chas. Bowles	III	1	1 Humphrey	3				1
	Chas. Thomson	II	1	3 Wood	3				1
	Angus Black	III	1	5 Oro	3				1
	Lewis Baker	III	2	4 Medonte	4				1
	R. G. Nesbitt	II	4	12 Tay	4				1
	J. Hutson	II	4	13 Tay	4				1
	A. McKee	I	11	Midland, Town	27	1			....
	Thos. Gowan	I	4	Creemore, Village	20	1			....
	Geo. A. Clarke	I	4	5 Flos	13		1		....
	M. Johnstone	II	1	3 Sunnidale	4				1
Simcoe, N.	T. W. Walker	II	1	4 Sunnidale	4				1
	I. J. McNerney	II	6	Penetanguishene, Tn	9				1
	Jas. A. Key	II	2	3 Vespra	5				1
	Kate C. Morrison	II	2	4 Oro	4				1
	D. J. Ritchie	II	1	14 Tiny	4				1
	J. A. Speers	I	6	*Alliston, Town	48	1			....
	W. L. Kidd	I	6	*Stayner, Town	35	1			....
	Thos. Elliott, B.A.	I	4	*Tottenham, Village	43	1			....
	John E. Anderson	I	4	5 Essa	28	1			....
	J. A. MacPherson	II	4	Beeton, Village	25	1			....
	D. J. Ferguson	I	2	10 Essa	11		1		....
	Jas. E. Holt	II	2	10 W. Gwillimbury	12		1		....
Simcoe, S.W.	Jos. Hubberd	III	2	3 Nottawasaga	11		1		....
	Jas. Spence	III	2	5 Nottawasaga	11		1		....
	Geo. Sutherland	II	2	14 Nottawasaga	13		1		....
	Genevieve McGeoy	III	1	4 Adjala	6			1	....
	Geo. L. Thompson	I	1	6 Essa	8			1	....
	J. E. Thompson	III	1	7 Essa	6			1	....
	John Cowles	III	1	4 Innisfil	5			1	....
	Wm. Kirkpatrick	III	1	7 Innisfil	6			1	....
	John Corbett	II	1	9 Innisfil	5			1	....
	Andrew McLean	III	2	9 Nottawasaga	7			1	....
	Jennie Fife	III	1	5 Adjala	4				1
	Archy Creery	II	1	6 Adjala	4				1
Stormont.	Willard Fife	III	1	1 Essa	4				1
	Roy Hamer	III	1	2 Essa	3				1
	Gertrude Steele	III	1	3 Essa	3				1
	Annie Rothwell	III	1	16 W. Gwillimbury	3				1
	Chas. Deering	II	2	10 Innisfil	4				1
	Alfred G. Green	II	1	19 Tecumseth	4				1
	Phoebe Evans	II	1	2 Tossorontio	3				1
	Thos. Irwin	II	1	4 Tossorontio	4				1
	Geo. Wilson	II	1	6 Tossorontio	4				1
	John N. McGuire	II	1	8 Tossorontio	4				1
	Adeline Ruston	III	1	2 Tecumseth	4				1
	John G. Gordon	I	3	14 Roxborough	10	1			....
Victoria, E.	James Froats	I	3	3 Finch	15	1			....
	Willis Sheets	II	2	3 Osnabruck	13		1		....
	R. A. Baker	III	3	4 Osnabruck	13		1		....
	Elizabeth Cleary	II	2	1 Osnabruck	5				1
	Ed. J. Cleary	III	2	5 Cornwall	5				1
	Chas. Ramsay	I	4	Bobcaygeon, Village	10		1		....
	Rupert Wagar	II	1	3 Verulam and Fenelon	3				1
	Marion Nugent	III	1	7 Ops	3				1
	W. C. Shier, B.A.	I	10	*Bracebridge, Town	40	1			....
	Ed. McGrove	II	2	8 Eldon	6			1	....
	Byron H. Maybee	II	6	Fenelon Falls, Village	8			1	....
	J. Murray Wilson	II	2	Woodville, Village	11			1	....
Waterloo.	Thos. B. Richard	II	2	1 Huxley	4				1
	Christopher Argue	II	1	21 Mariposa	4				1
	R. N. Shorvill	II	4	Ayr, Village	17		1		....
	Jas. Corrigan	I	6	Elmira, Village	10			1	....
	J. H. Burkholder	II	1	20 N. Dumfries	5			1	....
	J. D. Ramsay	II	8	Hespeler, Town	8				1
	David Harper	II	2	1 Wilmot	8				1
	Geo. L. Lackner	II	2	5 Woolwich	3				1

* Two teachers doing Continuation Class work only.

APPENDIX B.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Welland	Chas. E. Hansel	II	4	Bridgeburg, Village..	18	1			
	D. W. McKay	I	4	Pt. Colborne, Village	29	1			
	W. H. Metcalf	II	3	11 Bertie	16	1			
	W. B. Buckner	III	2	5 Humberstone	6			1	
	A. C. Ricker	III	2	4 Thorold	5			1	
	Mabel Henderson	III	1	6 Wainfleet	5			1	
	W. McMaster	II	1	9 Pelham	5			1	
	N. F. Box	II	2	4 Wainfleet	3			1	
	Clara M. Augustine	II	1	U 6 Pelham	3			1	
	G. A. Campbell	II	4	Drayton, Village	26	1			
Wellington, N.	Douglas Forsyth	II	8	Palmerston, Town	28	1			
	Mary Douglas	II	2	12 Maryboro'	11	1			
	John A. Gray	II	3	Clifford, Village	6	1			
	Margaret Dellair	II	1	4 Arthur	3			1	
	Clarence Long	II	2	2 Peel	4			1	
	W. M. Mitchell	I	4	Erin, Village	16	1			
Wellington, S.	John M. Scott	II	2	9 Eramosa	9			1	
	W. H. Rowan	II	2	6 Erin	5			1	
	A. F. McKenzie	II	1	4 1 Guelph	6			1	
	Jas. Armstrong	II	1	9 Puslinch	5			1	
	W. L. Elvidge	II	1	6 W. Garafraxa	7			1	
	C. C. McIntosh	II	2	7 W. Garafraxa	7			1	
	Janet Mitchell	II	1	6 Eramosa	3			1	
	Jos. T. Thompson	III	1	12 Erin	3			1	
	Alex. H. McIntosh	III	1	6 Puslinch	4			1	
	Chas. H. Stuart	II	3	5 Ancaster	20	1			
Wentworth	Frank McCallum	I	2	6 Ancaster	14			1	
	Lillie Raycroft	III	2	3 Barton	5			1	
	Jas. E. Stewart	II	2	7 W. Flamboro	6			1	
	Harry Henderson	III	2	9 W. Flamboro	10			1	
	Chas. E. Kelly	I	3	3 Saltfleet	10			1	
	Jas. Roberts	III	2	7 Beverly	5			1	
	Maggie N. Lee	II	2	3 Binbrook	3			1	
	John A. Monkman	II	2	10 W. Flamboro'	5			1	
	J. W. Rymal, B.A.	I	3	13 E. Gwillimbury	20	1			
	T. A. Colquhoun	I	3	14 King	14	1			
York, S	John W. Johnston	II	6	East Toronto, Village	6			1	
	J. W. English	II	3	1 Etobicoke	10			1	
	P. G. Might	I	4	North Toronto, Town	9			1	
	Jas. Hand	II	5	Stouffville, Village	4			1	
	W. H. Harlton	I	4	Woodbridge, Village	19	1			
	John B. Stewart	II	3	1 Chapleau	5			1	
Algoma, etc	R. O. White	I	4	Gore Bay, Town	20	1			
	F. H. Hurlburt	II	2	2 Assignack	5			1	
	D. M. Christie	I	4	1 Plummer Additional	12			1	
	W. Argue	II	4	Thessalon, Town	6			1	
	R. D. Fleming	II	4	Little Current, Town	5			1	
W. Parry Sound and N. Nipissing....	A. M. Currie	I	11	*Parry Sound, Town...	54	1			
	Wm. P. Hedley	I	5	Sudbury, Town	8			1	
	Wm. M. Bradley	I	5	Copper Cliff, Town ..	9			1	
	B. Cryderman	III	2	1 Chapman	6			1	
R. C. S. Schools, Central Ontario.	R. L. Gaughan	II	2	3 Mara	7			1	
	Thos. J. Ryan	II	1	10 Adjala	5			1	
	Mary Tracy	II	2	Hastings, Village	3			1	
R. C. S. Schools, E. Ontario	Sr. St. Ernestina .....	....	4	Eganville, Village ..	27	1			
	Sr. St. Andrew .....	....	3	4 N. Crosby	20			1	
	Wm. Gallagher	II	5	Mattawa, Town	10			1	
R. C. S. Schools, W. Ontario	Sister Ethelbert .....	....	5	Amherstburg, Town..	19	1			
	Ida M. Lacy	II	1	5 Raleigh	3			1	
	Margaret Lewis	III	1	6 Raleigh	3			1	
Totals.....					4933	59	49	149	283

* Two teachers doing Continuation Class work only.

APPENDIX C.—TEACHERS' INSTITUTES.

FINANCIAL STATEMENT, 1901.

Name of Institute.	Number of Institutes.	Number of Members.	RECEIPTS.					EXPENDITURE.					Balances.		
			Government Grant.	Municipal Grant.	Members' Fees.	Balances and other sources.	Total receipts.	Printing, postage, etc.	Libraries, educational journals, etc.	Miscellane- ous.	Total expen- diture.				
Algoma, East.....	1	50	25 00	.....	.....	32 54	57 54	.....	.....	.....	.....	.....	.....	\$	47 24
Algoma, West (Thunder Bay).....	1	30	25 00	.....	.....	9 78	34 78	.....	.....	.....	.....	.....	.....	\$	12 64
Brant.....	1	132	25 00	25 00	.....	176 25	226 25	9 25	19 65	.....	.....	.....	.....	\$	135 60
Bruce, East.....	1	123	25 00	25 00	.....	21 99	71 99	5 82	32 00	49 40	.....	.....	.....	\$	.....
Bruce, West.....	1	25	25 00	25 00	6 25	167 44	228 69	7 20	21 75	44 42	.....	.....	.....	\$	.....
Carleton.....	1	135	25 00	50 00	.....	38 36	113 36	.....	.....	105 94	.....	.....	.....	\$	81 55
Dufferin.....	1	121	25 00	25 00	.....	.....	2 40	52 40	.....	46 75	.....	.....	.....	\$	54 29
Dundas.....	1	113	25 00	25 00	21 50	74 44	145 94	48 00	15 37	.....	.....	.....	.....	\$	29 53
Durham.....	1	120	25 00	25 00	.....	100 12	150 12	8 60	.....	.....	.....	.....	.....	\$	82 94
Elgin.....	1	175	25 00	25 00	.....	201 10	251 10	.....	.....	.....	.....	.....	.....	\$	66 97
Essex, North.....	1	60	25 00	50 00	.....	90 03	165 03	11 00	.....	.....	.....	.....	.....	\$	114 80
Essex, South.....	1	125	25 00	50 00	.....	133 98	208 98	48 00	.....	.....	.....	.....	.....	\$	84 53
Frontenac.....	1	150	25 00	25 00	.....	75 54	125 54	7 59	.....	.....	.....	.....	.....	\$	104 63
Glengarry.....	1	95	25 00	25 00	.....	38 87	88 87	24 26	.....	.....	.....	.....	.....	\$	51 49
Greenville (Leeds No. 3).....	1	105	25 00	25 00	.....	64 61	114 61	7 03	.....	.....	.....	.....	.....	\$	28 41
Grey, East.....	1	27	25 00	25 00	6 75	30 93	87 68	2 50	.....	.....	.....	.....	.....	\$	78 56
Grey, South.....	1	62	25 00	25 00	15 50	237 47	302 97	.....	61 37	79 82	141 19	.....	.....	\$	47 88
Grey, West.....	1	94	25 00	25 00	13 00	39 45	102 45	6 75	8 31	22 00	37 06	.....	.....	\$	161 78
Haldimand.....	1	116	25 00	25 00	.....	201 84	251 84	6 30	.....	.....	.....	.....	.....	\$	65 39
Haliburton.....	1	59	25 00	25 00	2 25	2 40	54 65	.....	.....	.....	.....	.....	.....	\$	221 34
Haltoun.....	1	90	25 00	25 00	.....	111 88	161 88	.....	.....	.....	.....	.....	.....	\$	39 41
Hastings, North.....	1	121	25 00	25 00	10 60	161 13	221 73	.....	.....	.....	.....	.....	.....	\$	90 18
Hastings, South.....	1	130	25 00	25 00	.....	224 93	274 93	13 95	.....	.....	.....	.....	.....	\$	143 13
Huron, West (S).....	1	21	25 00	25 00	11 00	73 76	134 76	7 60	.....	.....	.....	.....	.....	\$	207 98
Huron, East (N).....	1	125	25 00	25 00	.....	24 24	74 24	6 75	11 88	47 20	66 68	.....	.....	\$	68 08
Kent, East.....	1	80	25 00	25 00	.....	53 68	103 68	2 80	.....	.....	.....	.....	.....	\$	4 99
Kent, West.....	1	134	25 00	25 00	25 75	57 84	133 59	5 85	.....	.....	.....	.....	.....	\$	52 50
Lambton, East.....	1	114	25 00	25 00	12 85	47 89	110 74	35 01	.....	.....	.....	.....	.....	\$	68 35
Lambton, West.....	1	120	25 00	25 00	.....	74 21	124 21	20 40	.....	.....	.....	.....	.....	\$	19 98
Lanark.....	1	200	25 00	25 00	13 30	190 53	253 83	14 40	.....	.....	.....	.....	.....	\$	89 56
Leeds, East (2).....	1	101	25 00	25 00	19 25	160 65	229 90	9 47	34 50	28 00	77 00	.....	.....	\$	176 83
Leeds, West (1).....	1	100	25 00	25 00	.....	96 88	146 88	9 00	84 71	36 25	130 43	.....	.....	\$	39 47
Lennox and Addington.....	1	125	25 00	25 00	.....	60 76	110 76	5 15	81 47	14 15	104 62	.....	.....	\$	42 26
Lincoln.....	1	121	25 00	25 00	.....	201 12	251 12	8 62	.....	.....	.....	.....	.....	\$	39 76
* Manitoulin.....	1	21	25 00	.....	.....	15 00	40 00	.....	.....	.....	.....	.....	.....	\$	180 50
Middlesex, East.....	1	107	25 00	85 00	26 75	23 95	160 70	76 34	48 40	30 76	155 50	.....	.....	\$	35 00
														\$	5 20

	1	109	25 00	100 00	45 00	102 60	272 60	40 89	125 00	165 89	106 71
Middlesex, West.	1	67	25 00	...	...	114 10	139 10	5 50	2 75	8 25	130 85
Muskoka.	1	16	25 00	...	13 00	19 53	57 53	5 50	15 20	31 95	25 58
Nipissing	1	140	25 00	50 00	...	57 20	132 20	45 27	22 50	68 25	38 53
Norfolk	1	150	25 00	25 00	...	181 21	231 21	6 75	...	89 50	164 96
Northumberland.	1	53	25 00	25 00	18 00	47 06	115 06	4 02	...	23 69	25 54
Ontario, North.	1	83	25 00	25 00	...	52 03	102 03	5 45	...	18 24	78 34
Ontario, South.	1	89	25 00	25 00	22 25	68 05	140 30	11 45	13 35	92 15	48 15
Oxford	1	28	25 00	...	7 75	39 67	72 42	8 38	24 88	57 76	14 66
Parry Sound, East.	1	40	25 00	...	5 00	21 25	51 25	4 35	12 50	16 85	34 40
Parry Sound, West.	1	95	25 00	25 00	...	57 61	107 61	17 00	...	61 00	46 61
Peel	1	145	25 00	25 00	72 00	43 19	165 19	19 00	110 54	129 54	35 65
Peterborough	1	114	25 00	25 00	...	18 65	68 65	8 87	23 80	47 04	21 61
Prescott and Russell (Fr. Eng.)	1	117	25 00	25 00	...	45 46	95 46	3 50	14 37	17 36	78 10
Prescott and Russell.	1	130	25 00	25 00	...	32 26	83 26	6 23	8 31	13 86	75 52
Prince Edward.	1	90	25 00	25 00	...	102 65	152 65	3 30	8 74	25 74	110 81
Rainy River.	1	29	25 00	...	9 00	26 75	66 75	7 35	24 00	41 84	110 81
Renfrew.	1	81	25 00	25 00	...	38 40	88 40	2 08	...	31 35	29 40
Simcoe, East and West Muskoka.	1	61	25 00	...	...	80 93	105 93	8 15	24 10	56 08	32 32
Simcoe, North.	1	181	25 00	...	17 50	125 13	167 63	9 45	8 25	36 26	87 42
Simcoe, South-west.	1	39	25 00	25 00	9 75	224 58	284 33	6 63	...	68 51	86 13
Stormont.	1	49	25 00	25 00	...	48 12	98 12	13 10	3 75	32 33	252 00
Victoria, East.	1	74	25 00	25 00	...	223 04	273 04	31 05	179 60	54 88	43 24
Victoria, West.	1	141	25 00	25 00	...	101 26	151 26	10 50	74 75	132 55	27 39
Waterloo	1	114	25 00	25 00	67 00	47 80	184 80	22 44	...	144 19	10 61
Welland.	1	116	25 00	25 00	...	61 57	111 57	11 00	...	121 75	10 72
Wellington, North.	1	84	25 00	25 00	5 50	69 92	125 42	12 85	...	89 85	100 85
Wellington, South.	1	107	25 00	25 00	...	60 97	110 97	7 33	...	39 85	85 57
Wentworth	1	48	25 00	25 00	...	61 18	111 18	15 25	...	51 50	82 14
York, North.	1	82	25 00	25 00	12 00	68 57	130 57	10 59	56 00	58 83	37 83
York, South.	1	662	25 00	25 00	20 50	117 95	188 45	40 83	21 89	37 35	44 23
+Ontario Educational Association.	1	662	600 00	...	331 00	710 60	1,641 60	804 80	349 35	86 34	104 73
Cities:-	1	35	25 00	25 00	...	11 18	61 18	19	...	83 72	487 45
Guelph	1	177	25 00	25 00	44 25	115 01	209 26	26 55	25 27	1,154 15	20 48
Hamilton	1	60	25 00	25 00	8 50	73 86	132 36	3 11	...	40 70	128 48
+Kingston.	1	160	25 00	25 00	58 25	57 48	165 73	7 30	28 70	54 25	54 65
London	1	156	25 00	25 00	...	22 38	71 38	3 00	30 30	86 71	14 93
Ottawa	1	25	25 00	25 00	...	...	25 00	...	...	150 80	29 94
Ottawa (Bilingual)	1	25	25 00	50 00	...	12 34	87 34	...	...	39 14	25 00
St. Catharines.	1	41	25 00	25 00	10 50	25 15	85 65	6 75	27 45	25 00	47 55
St. Thomas	1	636	25 00	25 00	159 00	1,656 01	1,865 01	186 63	5 00	39 96	34 00
Toronto	1	59	25 00	10 00	...	6 60	41 60	...	213 88	51 65	632 20
Windsor and Town of Walkerville	1	8372	2525 00	1895 00	1,110 50	8,368 29	13,898 79	1,880 46	832 30	1,232 81	41 60
Totals, 1901.	78	8081	2475 00	1767 50	966 95	7,222 17	12,431 52	1,837 33	4,380 24	7,665 12	6,233 67
" 1900.	76	291	50 00	127 50	143 55	1,146 12	1,467 17	43 13	1,177 12	6,485 10	5,946 52
Increases	2	...	...	...	...	...	...	...	909 59	1,180 02	287 15
Decreases	...	...	...	...	...	...	...	...	...	...	...

* Statistics of preceding year; no report received.

+ Statement for 1901-1902.

APPENDIX D.—INSPECTION OF SCHOOLS.

I.—LIST OF INSPECTORS, 1902.

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travel- ling expenses included in some cases) for 1901.	
			\$	c.
*T. W. Standing, B.A.	Brant; Town of Paris	Brantford	990	00
W. S. Clendenning	Bruce, East; Towns of Walkerton, Wiarton; Villages of Chesley, Tara	Walkerton ...	1,385	00
*W. I. Chisholm, M.A.	Bruce, West; Town of Kincardine; Villages of Lucknow, Paisley, Port Elgin, Southampton, Teeswater, Tiverton	Kincardine ..	1,386	25
Robert H. Cowley, B.A.	Carleton; Villages of Hintonburg, Ottawa East Richmond	Ottawa	1,641	25
Nathaniel Gordon	Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne	Orangeville...	1,100	00
Arthur Brown.....	Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester	Morrisburg ..	1,050	00
W.E. Tilley, M.A., Ph.D.	Durham and S. Monaghan Tp.; Towns of Bowmanville, Port Hope; Villages of Millbrook, Newcastle	Bowmanville ..	1,560	00
Welburn Atkin	Elgin; Town of Aylmer; Villages of Dutton, Port Stanley, Springfield, Vienna	St. Thomas...	1,550	00
D. Chenay	Essex, North (No. 1); Town of Sandwich; Village of Belle River	Windsor,	1 000	00
D. A. Maxwell, B. A., LL.B., Ph.D	Essex, South (No. 2); City of Windsor; Towns of Amherstburg, Essex, Kingsville, Leamington, Walkerville	Windsor,	1,593	00
Wm. Spankie, M.D.	Frontenac; Villages of Garden Island, Portsmouth	Kingston	1,522	50
Don'd. McDiarmid, M.D.	Glengarry; Villages of Alexandria, Lancaster, Maxville	Maxville	850	00
Andrew Grier	Grey, East; Town of Thornbury	Thornbury	950	00
*H. H. Burgess, B.A.	Grey, West; Town of Owen Sound	Owen Sound...	1,252	50
N. W. Campbell.....	Grey, South; Towns of Durham, Meaford; Villages of Dundalk, Markdale	Durham	1,282	00
Clarke Moses	Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville	Caledonia	1,210	00
Sylvanus Phillips, B.A.	Haliburton. North East Muskoka, South Nipissing. East Parry Sound; Town of Huntsville; Villages of Burk's Falls, Sundridge	Minden	1,557	00
J. S. Deacon	Halton; Towns of Milton, Oakville; Villages of Acton, Burlington, Georgetown	Milton	1,393	75
William Mackintosh....	Hastings, North; Villages of Madoc, Stirling	Madoc	1,516	25
John Johnston	Hastings, South; City of Belleville; Towns of Deseronto, Trenton; Village of Tweed	Belleville	1,560	00
David Robb.....	Huron, East (N.); Towns of Clinton, Seaford, Wingham; Villages of Blyth, Brussels, Wroxteter	Brussels.....	1,397	50
J. Elgin Tom	Huron, West (S.); Town of Goderich; Villages of Bayfield, Exeter, Henall	Goderich	1,481	25
Rev. W. H. G. Colles...	Kent, East; Towns of Blenheim, Bothwell, Ridgetown; Village of Thamesville	Chatham,	1,050	00
Robert Park.....	Kent, West; City of Chatham; Towns of Dresden, Wallaceburg; Village of Tilbury	Chatham	1,545	00
C. A. Barnes, M.A.	Lambton, East (No. 2); Town of Petrolia; Villages of Alvinston, Arkona, Oil Springs, Watford	London	1,253	50
D. D. Moshier, B.A., B. Paed	Lambton, West (No. 1); Towns of Forest, Sarnia; Villages Point Edward, Thedford, Wyoming	Sarnia	1,380	00
F. L. Michell, M.A.	Lanark; Towns of Almonte, Carleton Place, Perth, Smith's Falls; Village of Lanark	Perth	1,850	00
Wm. Johnston, M.A., LL.B	Leeds and Grenville, No. 1; Town of Gananoque; Village of Newboro'	Athens.....	1,150	00
Robert Kinney, M.D....	Leeds and Grenville, No. 2; Village of Athens	Brockville....	1,050	00
T. A. Craig	Leeds and Grenville, No. 3; Town of Prescott; Villages of Cardinal, Kemptville, Merrickville	Kemptonville...	1,070	00
Frederick Burrows.	Lennox and Addington; Town of Napanee; Villages of Bath, Newburgh	Napanee.	1,380	00

* Appointed in 1902.

I.—LIST OF INSPECTORS, 1902.—*Continued.*

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travel- ling expenses included in some cases) for 1901.
			\$ c.
W. W. Ireland, B.A....	Lincoln; Town of Niagara; Villages of Beams- ville, Grimsby, Merriton, Port Dalhousie....	St. Catharines	1,285 00
P. J. Thompson, B.A....	Middlesex, East; Village of Lucan.....	London.....	1,300 00
H. D. Johnson.....	Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville.....	Strathroy....	1,200 00
J. J. Wadsworth, M.A., M.B.	Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan, Waterford.....	Simcoe.....	1,500 00
Albert Odell.....	Northumberland; Town of Cobourg; Villages of Brighton, Campbellford, Colborne, Hastings....	Cobourg.....	1,540 00
James McBrien.....	Ontario, North; Town of Uxbridge; Villages of Beaverton, Cannington, Port Perry.....	Prince Albert.	990 00
John Waugh, B.A., D. Paed.....	Ontario, South; Towns of Oshawa, Whitby.....	Whitby.....	1,012 00
William Carlyle.....	Oxford; City of Woodstock; Towns of Ingersoll, Tilsonburg; Villages of Embro, Norwich.....	Woodstock....	1,540 00
Allan Embury.....	Peel; Town of Brampton, Villages of Bolton, Streetsville.....	Brampton.....	1,190 00
William Irwin, B.A....	Perth; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton.....	Stratford....	1,597 50
J. C. Brown.....	Peterborough; Villages of Ashburnham, Havelock, Lakefield, Norwood.....	Peterborough.	1,325 00
W. J. Summerby.....	Prescott and Russell; Towns of Hawkesbury, Van- kleek Hill; Villages of Casselman, L'Orignal, Rockland.....	Russell.....	1,222 50
G. D. Platt, B.A.....	Prince Edward; Town of Picton; Village of Wel- lington.....	Picton.....	970 00
R. G. Scott, B.A.....	Renfrew; Towns of Arnprior, Pembroke, Renfrew; Villages of Cobden, Eganville.....	Pembroke....	2,117 00
J. C. Morgan, M.A....	Simcoe, North; Towns of Barrie, Midland, Orillia, Penetanguishene.....	Barrie.....	1,400 00
Rev. Thomas McKee...	Simcoe, South West; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Creemore, Totten- ham.....	Barrie.....	1,375 00
Isaac Day, B.A.....	Simcoe, East, and West Muskoka; Town of Graven- hurst; Village of Port Carling.....	Orillia.....	1,393 00
Alexander McNaughton.	Stormont; Town of Cornwall.....	Cornwall.....	1,145 00
J. H. Knight.....	Victoria, East; Town of Lindsay; Villages of Bob- caygeon, Omeme.....	Lindsay.....	786 50
Henry Reazin.....	Victoria, West, and South-East Muskoka; Town of Bracebridge; Villages of Fenelon Falls, Wood- ville.....	Lindsay.....	1,462 75
Thomas Pearce.....	Waterloo; Towns of Berlin, Galt, Hespeler, Pres- ton; Villages of Ayr, Elmira, New Hamburg....	Berlin.....	2,170 00
J. H. Ball, M.A.....	Welland; Towns of Niagara Falls, Thorold, Wel- land; Villages of Bridgeburg, Chippewa, Fort Erie, Niagara Falls South, Port Colborne.....	Welland.....	1,350 00
David Clapp, B.A.....	Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Villages of Arthur, Clif- ford, Drayton.....	Harriston....	1,100 00
J. J. Craig, B.A.....	Wellington, South; Villages of Elora, Erin, Fergus	Fergus.....	1,100 00
J. H. Smith.....	Wentworth; Town of Dundas; Village of Water- down.....	Hamilton....	1,270 00
A. B. Davidson, B.A...	York, North; Town of Aurora, Newmarket; Vil- lages of Holland Landing, Richmond Hill, Sutton.....	Newmarket..	1,075 00
David Fotheringham...	York, South; Town of North Toronto, Toronto Junction; Villages of East Toronto, Markham, Stouffville, Weston, Woodbridge.....	Toronto.....	1,547 75
Donald McCaig.....	Districts of Algoma, Thunder Bay, Rainy River; Towns of Collingwood, Fort William, Port Arthur, Rat Portage, Sault Ste. Marie.....	Collingwood..	2,064 15
Rev. George Grant, B.A.	Districts of North Nipissing and West Parry Sound; Towns of Copper Cliff, Mattawa, North Bay, Parry Sound, Sturgen Falls, Sudbury.....	Orillia.....	1,810 00
Wm. Houston, M.A....	Manitoulin Island, etc.; Towns of Gore Bay, Little Current, Thessalon.....	Gore Bay....	780 00

I—LIST OF INSPECTORS, 1902.—*Concluded.*

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travelling expenses included in some cases) for 1901.
M. J. Kelly, M.D., LL.B.	City of	Brantford	\$ 400 00
Wm. Tytler, B.A.	"	Guelph	500 00
W. H. Ballard, M.A.	"	Hamilton	2,000 00
W. G. Kidd	"	Kingston	1,400 00
W. J. Carson	"	London	1,575 00
John C. Glashan, LL.D.	"	Ottawa	2,000 00
J. B. Grey	"	St. Catharines	400 00
S. Silcox, B.A., B. Paed.	Prin. Co. Model School, City of	St. Thomas ..	1,200 00
J. Russell Stuart	"	Stratford	1,100 00
James L. Hughes	City of	Toronto	2,300 00
W. F. Chapman	"	"	2,250 00
John Connolly	Town of	Brockville	900 00
Duncan Walker, B.A.	"	Peterborough ..	1,100 00
Thomas Hilliard	"	Waterloo	80 00
		Total	99,779 90

Other Inspectors.	Post Office.	Salary, 1901.	Travelling expenses, 1901.	Total.	—
<i>Separate School Inspectors:</i>		\$ c.	\$ c.	\$ c.	\$ c.
James F. White	Toronto	2,000 00	300 00	2,300 00	.....
Wm. Prendergast, B.A.	Toronto	1,700 00	489 40	2,189 40	.....
Michael O'Brien	Peterborough ..	1,700 00	536 55	2,236 55	.....
<i>Inspector of Bilingual Training and Elementary Schools:</i>					
Telesphore Rochon, B.A.	Clarence Creek	1,500 00	245 20	1,745 20	.....
<i>Inspector of Technical Schools:</i>					
*Albert H. Leake	Toronto .....				.....
<i>County Model School Inspector:</i>					
John J. Tilley	Toronto	1,850 00	438 97	2,288 97	.....
<i>High School Inspectors:</i>					
John E. Hodgins, M.A.	Toronto	2,500 00	450 55	2,950 55	.....
John Seath, B.A., LL.D.	Toronto	2,500 00	403 72	2,903 72	.....
Total				16,614 39	.....
Grand Total					116,394 29

* Appointed in 1902.

II.—DIPLOMAS FOR SCHOOL PREMISES, 1902.

Name of Inspector.	Jurisdiction.	No. of schools reported as receiving diplomas in 1902.	Name of Inspector.	Jurisdiction.	No. of schools reported as receiving diplomas in 1902.
D. McDiarmid	Glengarry	24	H. D. Johnson	Middlesex, West..	7
W. H. G. Colles	Kent, East.	47	A. McNaughton	Stormont	8
D. D. Moshier	Lambton, West..	5	J. H. Smith	Wentworth	25
W. W. Ireland	Lincoln	11			

ERRATUM.

ge 70. Under heading "High School Inspectors," John E. Hodgins, M.A.,
should read John E. Hodgson, M.A.



APPENDIX E.—*PROCEEDINGS FOR THE YEAR 1902.*

I. CIRCULARS AND REGULATIONS.

MEMORANDUM.

The accompanying amendments have been made in accordance with the widespread opinion that a higher standard should be exacted at the non-professional examinations for Public School Teachers' certificates, and that, in view of the as yet necessarily limited time at the disposal of many candidates, not all grades of Public School Teachers should be required to take Latin, and for the lowest grades, those subjects should be emphasized which will prove most serviceable to them in the discharge of their duties. No immediate change is proposed in the Senior Leaving subjects. The objections to the lowest grade of Public School Teachers being required to take Latin do not apply to the higher grades. For them, as well as for all High School teachers, a broader curriculum, including at least Latin of the languages, is both desirable and feasible.

The present amendments, it may be pointed out, will not disturb the organization of either the High or the Public Schools or necessarily interfere with the courses now partly completed by candidates for the Junior Leaving examinations. By reducing also the number of examinations and by confining the study of Latin to those pupils who will continue the subject long enough to derive due benefit therefrom, they will, in a measure at least, meet the most urgent needs of the schools. And further, it is hoped, that they will facilitate the settlement in the near future of the whole question of School programmes and the requirements for Teachers' certificates.

After September, 1905, the course for Public School Teachers' Non-Professional certificates at the Junior Leaving examinations will be a fixed one, consisting mainly of English and mathematics with science. No language will be either prescribed or optional. Students who are not likely to be ready to pass these examinations in 1905, or before that date, with the present options, should select chemistry, so as to prevent any embarrassment when the course as announced will come into operation for all candidates.

These announcements will in no respect affect the requirements for matriculation as prescribed by the University.

Toronto, July, 1902.

AMENDMENTS TO REGULATIONS FOR 1903.

(Approved July, 1902).

For the academic year 1902-1903 the following modifications are made in the revised regulations which came into force June, 1901.

PART I. JUNIOR LEAVING.

There will be no examination in 1903 for Public School Leaving or Part I Junior Leaving Standing. (Regulations 28 and 45).

PART II. JUNIOR LEAVING.

At the examinations for 1903, a candidate for Part II Junior Leaving Standing who selects the Chemistry option may omit Latin, but he will be required, if he exercises this privilege, to obtain 60 per cent. on the total. (Regulations 43 (3) and 46.)

JUNIOR LEAVING STANDING.

After June, 1903, a Part II. Junior Leaving certificate will give full Junior Leaving Standing, if endorsed and certified to by any High School Principal or Public School Inspector with a statement that the holder has taken the required course in all the subjects (geography, history, drawing, bookkeeping, reading, etc.) for Part I. Junior Leaving Standing.

CONFIDENTIAL REPORTS.

In addition to the requirements prescribed in regulation 43 (3) the name of no candidate for a Part II Junior Leaving certificate shall be included by the staff in the confidential report who has not satisfactorily completed the course for a Part I. Junior Leaving certificate.

DISTRICT CERTIFICATES.

Examinations will be held as heretofore for District certificates, but such certificates shall be awarded only at the request of the County Board of Examiners where there is a scarcity of teachers, and with the concurrence of the Minister of Education. (Regulations 44, 63 and 64.)

REGULATIONS FOR PUBLIC SCHOOL LIBRARIES.

(Approved July, 1902.)

1. The Minister of Education may prepare a catalogue of books recommended for school libraries, the list to include mainly works suitable for children, in such departments as biography, history, geography, travel, mythology and fables, elementary science, citizenship, etc.

2. Any rural school board which provides a library for the scholars shall be entitled to a share of whatever money may be appropriated for the purpose by the Legislature, if it purchases such books as are contained in the approved list.

3. Every rural school board which establishes a library under these conditions shall be entitled to a grant, equivalent to half the amount expended, but not to exceed \$10, in any one year, and provided the appropriation made by the Legislature will warrant such payment.

4. Should the appropriation made by the Legislature not be sufficient in any year to meet the demands arising from the establishment of rural school libraries, or additions thereto, whatever sum is granted for the purpose by the Legislature will be paid pro rata.

5. The powers heretofore held by trustees to establish school libraries are not affected by these provisions ; and Boards have full authority under the provisions of the statute to purchase books for the school library, and to make such selections as they may deem expedient. Any aid granted from the Legislative appropriation will, however, be based solely upon the amount expended for books given in the catalogue prepared by the Minister of Education.

6. The trustees will be required to make proper arrangements for the care of the library ; and the principal of the school will be librarian and act under such instructions as may be given by the Minister of Education, the Inspector, or the trustees of the school concerned.

7. All applications for legislative aid must be made, through the Public School Inspector to the Minister of Education, by the trustees, who shall

give all necessary information regarding the books purchased, together with such vouchers from the booksellers as may be required. The Inspector will make application to the Education Department on a form to be provided.

8. All applications by trustees for legislative aid must be made before the first day of July in each year and after the books have been received. Any purchases made after that date may be included in applications made the following year.

DEPARTMENTAL REGULATIONS.

(Approved August, 1902.)

TEXT-BOOKS AUTHORIZED FOR USE IN PUBLIC SCHOOLS, HIGH SCHOOLS AND TRAINING SCHOOLS.

1. The text-books named in Schedule "A" shall be the authorized text-books for Public Schools. Pupils taking any optional subject in the Public School course may use the text-book authorized in such optional subject. The text-books in French and German are authorized only for schools where the French or German language prevails and where the Trustees, with the approval of the Inspector, require French or German to be taught in addition to English. Text-books marked "optional" shall be introduced into the Public Schools only by resolution of the Board of Trustees. Books authorized in Forms I. and II. of the High School course may be used by pupils taking the corresponding subjects of Continuation Classes.

2. The text-books named in Schedule "B" shall be the only authorized text-books in High Schools and Collegiate Institutes for the course of study prescribed in Forms I., II. and III. Books authorized for use in the Public Schools may be used in Forms I. and II.

3. The text-books named in Schedule "C" shall be the authorized text-books for Model Schools, Normal Schools and the Ontario Normal College. Only such books shall be used by the teachers-in-training as may be ordered by the Principal.

4. Any text-books used in any school on the 1st July, 1902, and recommended by resolution of the Trustees to be continued in use, shall be deemed as authorized in such school until further notice. The vertical or slanting copy books heretofore authorized, and published by the Rose Publishing Company, may be used in any Public School.

5. For religious instruction, either the Sacred Scriptures, or the Scripture Readings adopted by the Education Department, shall be used as prescribed by the Regulations of the Education Department.

PUBLIC SCHOOLS. (SCHEDULE A.)

First Reader, Part I., or A Modern Phonic Primer (Morang) or The Public School Phonic Reader, Part I.....	\$0 10
First Reader, Part II., or Public School Phonic Primer, Part II.	0 15
Second Reader.....	0 20
Third Reader.....	0 30
Fourth Reader.....	0 40
High School Reader.....	0 50
Public School Arithmetic.....	0 25
Public School Algebra and Euclid.....	0 25
Public School Geography or Morang's Modern Geography.....	0 75
Our Home and Its Surroundings (for Junior Classes).....	0 40

Public School Grammar or.....	0 25
Morang's A Modern English Grammar.....	0 60
Public School History of England and Canada.....	0 30
History of the Dominion of Canada (Fifth Form).....	0 50
Public School Drawing Course, each number.....	0 05
Public School Physiology and Temperance.....	0 25
Public School Copy Book.....	0 07
Practical Speller.....	0 25
Public School Bookkeeping.....	0 25
Public School Agriculture.....	0 30
Public School Domestic Science (optional).....	0 50

French-English Readers.

First Reader, Part I.....	0 10
First Reader, Part II.....	0 15
Second Reader.....	0 25
Third Reader.....	0 35

German-English Readers.

Ahn's First German Book.....	0 25
Ahn's Second German Book.....	0 45
Ahn's Third German Book.....	0 45
Ahn's Fourth German Book.....	0 50
Ahn's First German Reader.....	0 50

HIGH SCHOOLS AND COLLEGIATE INSTITUTES. (SCHEDULE B.)

English.

High School Reader.....	0 50
High School English Grammar.....	0 75
High School English Composition.....	0 50
Elementary English Composition (Sykes).....	0 40
High School Composition from Models.....	0 75

History and Geography.

High School Geography or.....	1 00
Morang's Modern Geography.....	0 75
High School History of England and Canada.....	0 65
High School History of Greece and Rome.....	0 75
Or Myer's Ancient History—Greece and Rome—Canadian Edition	0 75
History of the Dominion of Canada—Clement.....	0 50

Mathematics.

High School Arithmetic.....	0 60
High School Algebra.....	0 75
Elements of Algebra, McLellan.....	0 75
High School Euclid (Books I, II, III, 50 cents).....	0 75

Classics.

First Latin Book and Reader.....	1 00
Primary Latin Book and Reader.....	1 00
High School Beginner's Greek Book.....	1 50

Moderns.

High School French Grammar and Reader.....	1 00
High School German Grammar and Reader.....	1 00

Science.

High School Physical Science, Part I., 50 cents ; Part II.....	0 75
High School Botany, Part II.....	0 60
High School Chemistry.....	0 50

Bookkeeping and Drawing.

High School Bookkeeping.....	0 60
High School Drawing Course, each number.....	0 10

Cadet Drill.

High School Cadet Drill (optional).....	0 40
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TRAINING SCHOOLS. (SCHEDULE C.)**County Model Schools.**

School Management, Millar.....	1 00
Methods in Teaching, Edited by Tilley.....	1 50
Public School Physiology and Temperance.....	0 25
Psychology Applied to Teaching, Baldwin.....	1 50
Hand Book of Method for Teaching Phonic Reading, MacCabe.....	0 50
Steps in the Phonic System, Cullin & Niven.....	0 50
Elementary Phonetics, Burt.....	0 35
Elementary Treatise on Arithmetic, Taylor.....	0 50
Mental Arithmetic, McLellan & Ames.....	0 30
Algebraical Exercises, Barnes.....	0 30
Introductory Goemetry, McLean.....	0 50
A Guide to Nature Study (Crawford).....	0 90

Normal Schools.

Lectures on Teaching, Fitch.....	\$1 00
School Management, Millar.....	1 00
Educational Reformers, Quick.....	1 50
Applied Psychology, McLellan.....	1 00
First Year at School, Sinclair.....	0 50
High School Cadet Drill Manual.....	0 40
Hints on Teaching Arithmetic, McLean.....	0 50
Public School Domestic Science.....	0 50

Ontario Normal College.

Applied Psychology, McLellan.....	1 00
Education, Spencer.....	0 50
School Management, Millar.....	1 00
School Management, Landon.....	1 50
Educational Reformers, Quick.....	1 50
High School Cadet Drill Manual.....	0 40
Physical Culture, Houghton.....	0 50
Physical Education, McLaren, Part II., sections II. and III....	2 00
TEACHERS' READING COURSE FOR 1903. (SCHEDULE D.)	
Education of Teachers (Payne).....	1 60
Foundations of Education (Seeley).....	1 00
Horace Mann (Hinsdale).....	1 00

NOTE.—Candidates for admission to the Normal Schools in August, 1903, will be examined on the Books in the Teachers' Reading Course as above.

MEMORANDUM.

In order to improve the course of study in the First Form of the Public Schools the Department has authorized two series of phonic readers. These readers are adapted to modern methods of teaching and are illustrated in colors as in the best text-books for primary classes. The adoption of new text-books in lieu of those already in use should be made only after due consideration by the teacher and the inspector. In the case of the primer, the cost being so trifling, the Department considers the expense involved in a change of little importance compared with the advantages to the pupils. Where either of the phonic readers authorized under schedule "A" is adopted no change should be made for a period of at least one year (the ordinary life of a primer) after such adoption.

SUMMER SCHOOL FOR TEACHERS.

The Education Department has made arrangements for a Summer School, to be held in Toronto at the beginning of the summer vacation. The purposes of the School are to give instruction in the following subjects: Manual Training, Domestic Science, Nature Study, Drawing, Music.

Classes will be organized so as to enable students to take one or more of these five departments. Lectures will be given in the courses by Specialists in the respective subjects. Any further information required will be obtained by students after the classes are organized. No fees will be required, and it may be presumed the cost of books, etc., will be slight. The School will be organized at the Normal School, Toronto, at 9 a.m., Wednesday, July 2nd, when all necessary information will be given. The session will continue for three weeks. Diplomas will be awarded to those students in attendance who show satisfactory proficiency.

Teachers or students who desire to avail themselves of the privilege offered, should make application at an early date to the Department. No special form of application will be needed; but bona fide application should be made as soon as possible, in order that places may be secured, and that the Department may be in a position to know fairly well the number of candidates for whom provision will be required.

Toronto, April, 1902.

DEPARTMENTAL INSTRUCTIONS.

High School Entrance Examination, 1902.

General.

1. The High School Entrance examination for 1902 will begin Wednesday, the 25th of June, at 8.45 a.m., and will be conducted under the provisions of Section 41 of the High Schools Act and Sections 23-27 of the Regulations, subject to the instructions herein contained.

2. Candidates who purpose writing at the examinations must notify the Public School Inspector before the 1st of May.

3. No teacher, who has pupils writing at the High School Entrance examination, shall be eligible as Examiner where such pupils are writing.

4. When the County Council recommends the holding of an examination at any place other than the High School, the presiding examiner shall be paid the sum of \$3 per diem, and travelling expenses, for conducting such examination, and the examiners shall be allowed the sum of \$1 per

candidate for reading the examination papers. It shall be lawful for the County Treasurer to pay all the expenses of such examination on the certificate of the County Inspector.

5. The course of study prescribed is that given in the Regulations of 1901. The paper in Arithmetic will include such questions as will specially test the accuracy of the candidates in the simple rules, as well as their knowledge of the subject ; and the paper in Dictation will call for the study of the authorized Spelling Book.

6. Candidates who fail at the Public School Leaving examination may be awarded High School Entrance certificates under the provisions of Regulation 29.

7. In 1902 and thereafter the following provisions are to be observed respecting the High School Entrance examination in Literature :—

a. Exclusive of the quotation question, each paper will consist of two parts ; (i) one containing questions on a passage from the prescribed selections ; and (ii) the other, questions on one or more passages from the rest of the reader ; and

b. The max. number of marks for (i) will be 25, and for the quotation question, 10 ; the other marks being assigned to the questions in the rest of the paper.

Literature Selections.

Fourth Ontario Reader.

1902.—XV. Clouds, Rains and Rivers ; XIX. The Death of the Flowers ; XXXIII. The Skylark ; XXXIX. A Psalm of Life ; L. The Prairies ; LI. The Heroes of the Long Sault ; LIJ. Scene from "Ivanhoe" ; LXXI. The Heritage ; LXXIV. Song of the River ; LXXVI. Landing of the Pilgrims ; LXXIX. The Capture of Quebec ; LXXXII. The Ocean ; LXXXV. Mar-mion and Douglas ; XC. Mercy.

1903.—X. The Barefoot Boy ; XVIII. and XX. The Vision of Mirza ; XXIV. The Face against the Pane ; XXXVII. The Bell of Atri ; XXXVIII. The Discovery of America ; XL. Ring Out, Wild Bells ; XLIII. The Gulf Stream ; LXI. She was a Phantom of Delight ; LXIV. Ye Mariners of England ; LXXXVII. The Song of the Shirt ; LXXXIX. After Death in Arabia ; XCV. A Forced Recruit at Solferino ; XCVIII. National Morality.

1904.—VIII. The Battle of Hastings ; XXIII. On His Own Blindness ; XXVI. From "The Deserted Village" ; XXXIV. Death of Little Nell ; XLII. Lady Clare ; LIX. Yarrow Unvisited ; LX. To a Skylark ; LXIX. The Changeling ; LXXVIII. Riding Together ; LXXX. Waterloo ; LXX-XIV. and LXXXVI. King Richard and the Nubian ; XCII. Edinburgh after Flodden.

Selections for Memorization.

1902.—II. I'll Find a Way or Make It ; XI. The Evening Cloud ; XXI. Oft, in the Stilly Night ; XXXI. To Mary in Heaven ; XLVII. Rock of Ages ; LXVI. Before Sedan ; XCIV. The Ride from Ghent to Aix ; CV. Elegy, Written in a Country Churchyard.

1903.—V. Pictures of Memory ; XII. The Bells of Shandon ; XXII. 'Tis the Last Rose of Summer ; "Breathes there a man with soul, etc.," (page 79) ; XXXII. Flow Gently, Sweet Afton ; LII. Jacques Cartier ; LXXIII. The Three Fishers ; CV. Elegy, Written in a Country Church-yard.

1904.—VII. Boadicea ; XIV. Lament of the Irish Emigrant ; XXIX. For A'That and A'That ; XLVI. Lead Kindly Light ; LIV. Lochinvar ; LXXXIII. The Influence of Beauty ; Sonnet—Night (page 302) ; CV. Elegy, Written in a Country Churchyard.

Literature Selections.

Canadian Catholic Fourth Reader.

1902.—VI. Lead Kindly Light ; IX. The Barefoot Boy ; XXV. Going A-Maying ; XXXIII. Dickens in Camp ; XXXVIII. Song of the Camp ; XLIII. Free-Will and Habit ; LXVIII. The Reaper ; LXIX. Voyage of Columbus ; LXXII. King Robert of Sicily ; LXXXV. The Psalm of Life ; XCIV. The Combat ; XCV. Joan of Arc ; C. The Chariot Race ; CVIII. The Church of God.

1903.—XIII. The Deserted Village ; XXI. Excelsior ; XXIX. In the Great Fur-Land ; XLI. Yarrow Visited ; LIV. The Ballad of Baby Bell ; LIX. Ye Mariners of England ; LX. Wolfe at Quebec ; LXIII. My Garden Acquaintance ; LXVII. Macarius, the Monk ; LXXVII. Lines on My Mother's Picture ; XCVI. The Virgin ; CIII. Conversion of England ; CXIV. A Bell's Biography ; CXVI. Veni Creator.

1904.—XX. The Exile of Erin ; XXIII. The Destruction of Sennacherib ; XLVI. The Chase ; LVI. The Heritage ; LVII. Paradise and the Peri ; LXV. The Journey to Bethlehem ; LXXI. The Air and Water ; LXXIII. Our New Neighbors ; LXXXI. The Angelus ; LXXXVI. Discovery of Lake Champlain ; CIV. On His Blindness ; CV. The Crusader and the Saracen ; CVI. A Day in June ; CXII. Ode to Autumn ; CXIX. The Greatness of God.

Selections for Memorization.

1902.—XII. Give Freely ; XVIII. Abou Ben Adhem and the Angel ; XXXIX. In Memory of My Brother ; XLVII. Love of Country ; LXIV. The Waterfowl ; LXXXI. The Angelus ; CII. To the Night ; CXVIII. Elegy, Written in a Country Churchyard.

1903.—I. The Maple ; III. The Four-leaved Shamrock ; VII. The Daffodils ; XXVIII. The Fig Merchant ; XLII. Home Thoughts from Abroad ; XCIII. God, the Comforter ; CX. Our Lady in Italy ; CXVIII. Elegy, Written in a Country Churchyard.

1904.—VI. Lead, Kindly Light ; X. Flow Gently, Sweet Afton ; XXXV. Step by Step ; LI. Song of the River ; LIII. As I Came Down from Lebanon ; CI. Inscription for a Spring ; CXV. The Bells of Shandon ; CXVIII. Elegy, Written in a Country Churchyard.

Duties of Inspector.

8. The Inspector shall notify the Department not later than the 3rd day of May in each year, of the number of persons desiring to be examined at any High School or other authorized place within his jurisdiction.

9. In any city or town forming a separate inspectoral division, the Inspector or Inspectors of such city or town shall preside at the examinations, and in conjunction with the Board of Examiners for such city or town shall read the papers and report to the Department.

10. In counties in which more High Schools than one are situated, the Inspector for the county shall elect at which High School he will preside, and shall notify the Department of the choice he makes, and in each of the other High Schools the Principal of the High School shall preside.

11. In the case of examinations affiliated with a High School, the Inspector, within whose district such affiliated examinations are held, shall appoint presiding examiners, who shall be teachers in actual service, notice of which shall be sent to the Education Department ; and such Inspector, together with the examiners of the High School with which the examination is affiliated, shall be the Board of Examiners in all such cases.

12. Where from the number of candidates, or any other cause, additional presiding examiners are required, the Inspector shall make such appointments as are necessary, preference being given to the other members of the Board of Examiners. The Inspector shall not appoint as presiding examiner any teacher who has taken part in the instruction of any of the candidates in the room where he presides, or who is not in actual service.

13. Where more examinations than one are held in an inspectoral division, the papers will be sent by the Education Department to the Inspector or the presiding examiner, as the case may be.

14. The parcel containing the examination papers shall not be opened till the morning of the examination day, nor shall any envelope containing the papers in any subject be opened until the time appointed in the timetable for the examination in such subject.

Duties of Presiding Examiners.

15. To be in attendance at the place appointed for the examination at least fifteen minutes before the time fixed for the first subject, and to see that the candidates are supplied with the necessary stationery and seated so far apart as to afford reasonable security against copying.

16. To open the envelope containing the papers in each subject in full view of the candidates, at the time prescribed, and to place one paper on each candidate's desk.

17. To exercise proper vigilance over the candidates to prevent copying and to allow no candidate to communicate with another, nor permit any person except a co-examiner to enter the room during examination.

18. To see that the candidates promptly cease writing at the proper time, fold and endorse their papers properly, and in every respect comply with the instructions herein contained.

19. To submit the answers of the candidates to the examiners, according to the instructions from the Board.

Duties of Candidates.

20. Every candidate should be in attendance at least fifteen minutes before the time at which the examination is to begin, and shall occupy the seat allotted by the presiding examiner. Any candidate desiring to move from his allotted place or to leave the room shall first obtain permission from the presiding examiner to do so. Any candidate leaving shall not return during the examination in the subject then in hand.

21. Every candidate shall write his answers on one side only of the paper, and shall number each answer. He shall arrange the sheets numerically, according to the questions, and fold them once crosswise, endorsing them with his name, the name of the subject, and the name of the place at which he is examined. No paper shall be returned to a candidate after being placed in the hands of the presiding examiner.

22. Any candidate who is found copying from another or allowing another to copy from him or who brings into the examination room any book, note or paper having any reference to the subject on which he is writing, shall be required by the presiding examiner to leave the room, and his paper and the papers of all the guilty parties shall be cancelled.

Duties of Examiners.

23. The papers of the different candidates shall be so distributed that the same examiner shall read and value the answers in the same subject throughout.

24. Marks are to be deducted for mis-spelt words and for want of neatness as indicated in regulation 25, and on the question papers.

25. Each examiner shall mark distinctly in the left hand margin the value assigned by him to each answer or partial answer, shall sum up the total on each page at the foot of the margin, and shall place the general total on the back of the outside sheet, indicating the deductions for mis-spelt words and the deductions for want of neatness thus, e.g., History, 60—5sp—3n 52, and initialing each set of papers examined.

26—(a). The reports of the examiners are to be sent (by mail) to the Education Department on or before the 20th day of July by the Public School Inspector.

(b) The bag which contains the question papers is to be returned to the Department (charges prepaid) at the same time as the reports are sent.

(c) The answer papers of candidates, unless when specially requested, are not to be forwarded to the Department, but are to be retained by the Inspector until October 1st, after which no case is to be re-considered.

(d) The Inspector shall issue a certificate to each candidate who passes the High School examination.

(e) The names of all candidates admitted by the Board of Examiners may be published immediately after (but not before) the reports have been transmitted to the Education Department.

EXAMINATIONS, 1903.

Prescribed Texts.

The examinations for Part II. Junior Leaving and for Senior Leaving Standing for 1903 will be held like those for 1902, under the provisions of the revised Regulations of 1901. The prescribed texts for 1903 are as follows :—

PART II. JUNIOR LEAVING STANDING.

English.

Coleridge.—The Ancient Mariner.

Wordsworth.—Michael, Influence of Natural Objects, Nutting, Exposition and Reply, The Tables Turned, The Solitary Reaper, Ode to Duty, Elegiac Stanzas, To Rev. Dr. Wordsworth, "She was a Phantom of Delight," To the Cuckoo, The Green Linnet, "Bright flower whose home," To a Skylark, "Ethereal Minstrel," "Reverie of Poor Susan," To my Sister, "Three years she grew," September 1819, Upon the same Occasion. The following twelve Sonnets:—"Two voices are there," "Scorn not the Sonnet," "A flock of sheep that leisurely," "Earth hath not anything," "It is not to be thought of," "Fair Star of Evening," "O Friend! I know not," "Milton! thou shouldst," "When I have borne in memory," "Brook! whose Society," "Tax not the Saint," "They dreamt not of a perishable home."

Shakespeare.—Merchant of Venice.

Latin.

Cornelius Nepos.—Lives of Themistocles, Aristides and Hannibal.

Caesar.—Bellum Gallicum, Bk. IV. (omitting chap. 17), and Bk. V., chaps. 1-23.

Vergil.—Aeneid, Bk. II. (1-505).

Greek.

Selections from Xenophon, *Anabasis* I., in White's *Beginner's Greek Book* (pp. 304-428), with the exercises thereon.

Homer.—*Iliad* VI.

French.

Lamennais, *Paroles d'un Croyant*, chaps. VII. and XVII.; Perrault, *le Maître Chat ou le Chat Botte*; Dumas, *Un nez gelee and la Pipe de Jean Bart*; Alphonse Daudet, *la Dernière Classe*, and *la Chevre de M. Sequin*; Legouve, *la Patte de dindon*; Pouvillon, *Hortibus*; Loti, *Chagrin d'un vieux forcat*; Moliere, *l'Avare*, Acte III. sc. 5 (*Est-ce a votre cocher—sous la mienne*); Victor Hugo, *Waterloo*, chap. IX.; Rouget de L'Isle, *la Marsiellaise*; Arnault, *la Feuille*; Chateaubriand, *l'Exile*; Theophile Gautier, *la Chimere*; Victor Hugo, *Extase*; Lamartine *l'Automne*; De Musset, *Tristesse*; Sully Prudhomme, *le Vase brise*; La Fontaine, *le Chene et le Roseau*.
Feuillet, *le Village*.

German.

Grimm, *Rotkappchen*; Andersen, *Wie's der Alte Macht*, *Das neue Kleid*, *Venedig*, *Rothschild*, *Der Bar*; Ertl, *Himmelsschlüssel*; Frommel, *Das eiserne Kreuz*; Baumbach, *Nicotiana*, *Der Goldbaum*; Heine, *Lorelei*, *du bist wie eine Blume*; Uhland, *Schafer's Sonntagslied*, *Das Schloss am Meer*; Chamisso, *Das Schloss Boncourt*; Claudius, *Die Sterne*, *Der Riese Goliath*; Goethe, *Mignon*, *Erlkonig*, *Der Sanger*; Schiller, *Der Jungling am Bache*; Leander, *Traumereien*, pp. 45-90 (selected by Van Daell).

SENIOR LEAVING STANDING.

English.

Coleridge.—*The Ancient Mariner*.

Wordsworth.—Michael, *Influence of Natural Objects*, Nutting; *Exposition and Reply*, *The Tables Turned*, *The Solitary Reaper*, *Ode to Duty*, *Elegiac Stanzas*, To Rev. Dr. Wordsworth, "She was a Phantom of Delight," To the Cuckoo, *The Green Linnet*, "Bright flower whose home," To a Skylark, "Ethereal Minstrel," "Reverie of Poor Susan," "To my Sister." "Three years she grew," September 1819, Upon the same Occasion.

The following twelve sonnets: "Two voices are there," "Scorn not the Sonnet," "A flock of sheep that leisurely," "Earth hath not anything," "It is not to be thought of," "Fair Star of Evening," "O Friend! I know not," Milton! thou shouldst," "When I have borne in memory," "Brook! whose Society," "Tax not the Saint," "They dreamt not of a perishable home."

Shakespeare.—*Merchant of Venice*, *As You Like It*.

Latin.

Cornelius Nepos.—*Lives of Themistocles, Aristides and Hannibal*.

Caesar.—*Bellum Gallicum*, Bk. IV. (omitting chap. 17), and Bk. V., chaps. 1-23.

Vergil.—*Aeneid*, Bk. II. (1-505).

Horace.—*Odes* III. and IV.

Cicero.—*Pro Lege Manilia*, *Pro Marcello*, *Philippic* XIV.

Greek.

Xenophon.—*Anabasis* I. (chaps. I-VIII.); Homer—*Iliad* VI., *Odyssey* XVII.

Lucian.—*Timon*; *Lysias*,—*Pro Mantitheo* and *de Invalido*.

French.

Lamennais, *Paroles d'un Croyant*, chaps. VII. and XVII.; Perrault, *le Maître Chat ou le Chat Botte*; Dumas, *Un nez gele* and *la Pipe de Jean Bart*; Alphonse Daudet, *la Dernière Classe*, and *la Chevre de M. Seguin*; Legouve, *la Patte de dindon*; Pouvillon, *Hortibus*; Loti, *Chagrin d'un vieux forcat*; Moliere, *l'Avare*, Acte III., sc. 5 (*Est-ce a votre cocher—sous la mienne*); Victor Hugo, *Waterloo*, chap. IX.; Rouget de L'Isle, *la Marseillaise*; Arnault, *la Feuille*; Chateaubriand, *l'Exile*; Theophile Gautier, *la Chimere*; Victor Hugo, *Extase*; Sully Prudhomme, *le Vase brise*; *La Fontaine*, *le Chene et le Roseau*; Feuillet, *le Village*; Dumas, *la Tulipe noire*.

German.

Grimm, *Rotkappchen*; Andersen, *Wie's der Alte Macht*, *Das neue Kleid*, *Venedig*, *Rothschild*, *Der Bar*; Ertl, *Himmelsschlüssel*; Frommel, *Das eiserne Kreuz*; Baumbach, *Nicotiana*, *Der Goldbaum*; Heine, *Lorelei*, *du bist wei eine Blume*; Uhland, *Schafer's Sonntagslied*, *Das Schloss am Meer*; Chamisso, *Das Schloss Boncourt*; Claudius, *Die Sterne*, *Der Riese Goliath*; Goethe, *Mignon*, *Erlkonig*, *Der Sanger*; Schiller, *Der Jungling am Bache*; Leander, *Traumereien*, pp. 45-90 (selected by Van Daell); Baumbach, *der Schweigersohn*, *Elz, er ist nicht Eifersuchtig*; Wichert, *Post Festum*.

PROVINCIAL NORMAL KINDERGARTEN SCHOOLS.

The Normal Schools are situated in Ottawa and Toronto.

All communications must be addressed to the Deputy Minister of Education, Toronto, and applications must be made on the regular form, accompanied with the fee of \$5.

Kindergarten Certificates, Examinations and Syllabus.

1.—(1) No person shall be appointed to take charge of a Kindergarten in which assistant teachers or teachers-in-training are employed, who has not passed the examination prescribed for Director of Kindergartens: and no person shall be paid a salary or allowance for teaching under a Director who has not passed the examination prescribed for assistant teachers.

(2) No person shall be admitted to the course of training prescribed for assistants who is not seventeen years of age and who does not hold a primary certificate, or who has not spent at least three years in a High School. No person shall be admitted to the course prescribed for Directors unless such person has obtained an Assistant's certificate.

(3) Any person who attends a Kindergarten for one year and passes the examinations prescribed by the Education Department shall be entitled to an Assistant's certificate; and the holder of an Assistant's certificate, shall, on attending a Provincial Kindergarten one year and on passing the prescribed examinations, be entitled to a Director's certificate.

(4) Any person holding a Second Class Certificate, shall, on attending a Provincial Kindergarten one year and passing the examinations required by the Education Department, obtain a Director's certificate.

(5) The Minister of Education, may, at his discretion, accept the certificate of any other training school for Kindergarten work, as the equivalent of the Departmental Kindergarten examinations, or he may limit Kindergarten certificates to any city or town, as he may deem expedient.

Examinations.

2.—(1) The Minister of Education shall prescribe the time and place for Kindergarten examinations, and shall appoint such Examiners in the Theory and Practice of Kindergarten work as he may deem expedient. The examination for Directors shall embrace the General Principles of Froebel's System, 150 marks; Theory and Practice of the Gifts and Occupations, 100 marks; Mutter and Kose-Lieder, 100 marks; Miscellaneous Paper, 100 marks; Practical Teaching, 500 marks; and Book-work for those taking one year's course, 400 marks. The examination for Assistants shall embrace the Theory and Practice of the Gifts, two papers; Theory and Practice of the Occupations, one paper; Miscellaneous Paper, each paper, 100 marks; Book-work, 400 marks.

(2) The Director of each Kindergarten sending up candidates to the examination for Assistants' certificates shall be required to certify to the Education Department that the Pease-work and Modelling have been satisfactorily completed.

THE COURSE OF STUDY FOR KINDERGARTNERS.

Assistants (Junior Year.)

Kindergarten Gifts.

At the conclusion of the course of training for the Junior Year, candidates for examination should be qualified to explain the gifts, their general objects as well as their specialties; how they are graded and why; their connection with other branches of kindergarten work; also a full explanation of the general method of the kindergarten and its application in exercises with the gifts. For this purpose a knowledge of the broad phases of mind development will be necessary, such as feeling, thought and will.

As the gifts have a mathematical foundation, a knowledge of the elements of geometry will be required.

All the practical work must be submitted in Gift Book.

1st Gift. (Balls):—A series of songs that may be used in connection with exercises given with 1st Gift. Not less than six songs. (To be memorized). Classify these songs and give an exercise illustrating each characteristic.

2nd Gift. (Ball, Cube, Cylinder, Cone):—A series of songs that may be used in connection with exercises given with the 2nd gift. Not less than six songs (to be memorized). Classify songs and give an exercise illustrating each characteristic.

3rd Gift. (Building):—Four original sequences, forms of life; not less than eight forms in each sequence. Three original sequences in forms of beauty; not less than eight forms in each sequence.

4th Gift. (Building):—Three original sequences, forms of life; not less than eight forms in each sequence. Three original sequences, forms of beauty; not less than eight forms in each sequence. Building problems for estimating dimensions, cubic contents, etc., not less than four problems. Exercises illustrating balance, surface representation, communicated motion.

5th Gift. (Building):—A list of original forms of life; not less than twelve. Two original sequences, forms of beauty; not less than three changes in each sequence. Five sequences, forms of knowledge: (a) Three sequences of geometrical forms. (b) Fractional divisions, 3rd, 9th, 27th. (c) Fractional divisions, 3rd, 6th, 12th. Development of mathematical prisms; square prisms; triangular prisms. Suggestions for different kinds of numerical exercises that may be given with the 5th Gift. To be worked out thoroughly in Gift Book.

6th Gift (Building):—A list of original forms of life ; not less than six forms. Two original sequences, forms of beauty ; not less than three changes in each sequence. Building problems ; not less than six problems in the list ; to be worked out in the Gift Book.

7th Gift. (Tablets):—Description, derivation, definition. Position of one tablet ; relative positions of two tablets. Mathematical figures that may be produced by combining two tablets ; mathematical figures produced by combining three tablets. Five life forms with two tablets ; five life forms with four tablets ; five life forms with eight tablets ; five life forms with sixteen tablets ; two life forms with thirty-two tablets ; two miscellaneous forms of life. All forms to be drawn in Gift Book.

Forms of beauty (original):—From a given centre, not less than two forms ; repetition, not less than two forms ; in sequence, not less than two sequences.

Development of all geometrical figures, to three sizes :—Triangle, Square, Oblong, Rhomboid, Rhomb, Trapezoid, Hexagon, Octagon. Define each form.

Comparison of geometrical figures formed from a given number of tablets.

8th Gift. (Sticks).—Candidates must submit not less than three forms with each number of the following combination :—

Combination of sticks into life forms, using four sticks, even lengths, combination of sticks into life forms using eight sticks, even lengths ; life forms with sixteen sticks, different lengths ; life forms, using sticks of any length ; not less than five forms.

Forms of beauty (original):—From a given centre, not less than two forms ; repetition not less than two forms ; two sequences, not less than five changes.

9th Gift. (Rings):—Relative position of one large and one small ring ; relative position of one ring of the three sizes ; position of one half-ring ; relative position of two half-rings ; relative position of one half-ring and one whole ring. Life forms with five rings, not less than three drawn ; life forms with ten rings, not less than three drawn ; life forms with four half-rings, not less than three drawn ; life forms with eight half-rings, not less than three drawn ; miscellaneous forms of life with rings, half-rings and quarter-rings, not less than three drawn.

Forms of beauty, using rings, half-rings and quarter-rings, not less than three forms. Miscellaneous forms, using rings, half-rings, quarter-rings and sticks, of any size, two forms.

Kindergarten Occupation.

Candidates must be qualified to explain the use of the kindergarten occupations, their connections with other branches of the work, the application of the general method of the kindergarten to the exercises given with them. All practical work must be submitted in Occupation Book.

Sewing :—Illustrate an original school of sewing, comprising not less than fifty different figures, logically connected and illustrating the following lines and their combinations :—Vertical lines, horizontal lines, slanting lines of all orders, curves.

Rules of Sewing inventions :—Vertical and horizontal lines of any length :—Two forms of life, two forms of beauty.

Slanting lines, first order, any length :—Two forms of life, two forms of beauty.

Slanting lines, second order :—One form of life, one form of beauty.

Slanting lines, first and second orders combined, any length, form of beauty. An invention in all elements thus far given. An invention in

quarter-circles, an invention in half-circles, an invention in circles, an invention using circles, half-circles, quarter-circles. An invention in all elements thus far given. Six miscellaneous inventions, either life or beauty, two of which must be mosaics.

Drawing :—Combine five vertical lines from one to five lengths into a triangle, repeat this triangle in four different positions, combine these four triangles into, a solid figure, a hollow figure, two intermediate figures.

From the solid and hollow figures form four limbs :—First limb—Place the lower half of the solid figures below the lower half of the hollow figure. Second limb—Place the upper half of the solid above the upper half of the hollow figure. Third limb—Place the right half of the solid to the right of the right half of the hollow figure. Fourth limb—Place the left half of the solid to the left of the left half of the hollow figure.

Combine these four limbs into a large solid figure ; reversing the position of the limbs, combine them into a large hollow figure.

From the four original triangles make two twisting figures.

From these twisting figures make two limbs thus :—By placing the right half of each figure to the left of the left half of the same figure.

Using each of these limbs twice, make two large figures. In the first figure the original solid will appear ; in the second figure the original hollow will appear.

Repeat these eight rules in :—Slanting lines, first order ; squares without to three sizes ; half-circles.

Drawing inventions :—1st Set—Vertical and horizontal lines one length :—Two forms of life, two forms of beauty.

Vertical and horizontal lines of all lengths. Two forms of life, two forms of beauty. Slanting lines, 1st order, all lengths, three forms.

Slanting lines, all orders, all lengths, two forms.

2nd—Squares combined with vertical and horizontal lines ; squares using all lengths, form of life ; right isosceles triangles, all sizes, a form of life, a form of beauty ; equilateral triangles, all sizes, a form of beauty ; scalene triangles, all sizes, a form of beauty ; obtuse isosceles triangles, all sizes, a form of beauty ; all triangles combined, a form of beauty ; two inventions in quarter circles, one border form ; two inventions in half-circles, one border form ; two inventions in circles, one border form ; an invention in quarter-circles, half-circles and circles combined, all sizes, to be colored ; all elements thus far given ; four miscellaneous inventions ; six freehand sketches suitable for children's coloring, to be colored ; six freehand sketches for blackboard illustration of song or season, to be colored.

Coloring (crayons or water colors). A sequence of forms showing development and combination of color ; six inventions in geometric forms, combined into figures and borders ; three designs suitable for oil cloth, carpet or wall paper.

Mat weaving : 1st Set : Strips of uneven widths :—1 up, 1 down, taking narrow with narrow and wide with wide ; 1 up, 1 down, taking narrow with wide and wide with narrow. 2nd Set : Strips of equal width—1 up, 1 down ; 2 up, 2 down ; 2 up, 1 down ; 2 up, 1 down ; 1 up, 2 down ; 2 up, 1 down ; 1 up, 1 down ; 3 up, 3 down ; 3 up, 1 down ; 3 up, 2 down ; 3 up, 3 down, in steps of four ; 3 up, 1 down, 1 up 1 down ; 1 down, 2 up, in steps of four ; 1 down, 2 up, continued steps from right to left ; 1 down, 2 up, continued steps from left to right ; 1 down, 2 up, continued steps, reversed ; 1 down, 2 up, angles to centre ; 1 down, 2 up, angles outward ; 2 down, 2 up, in steps of three ; 2 down, 2 up, continued steps from right to left ; 2 down, 2 up, continued steps from left to right ; 2 down, 2 up, continued steps reversed ; 2 down, 2 up, angles to centres ; 2 down, 2 up, angles outward.

Free Weaving :—Book-mark—Two vertical strips with cross strips : Napkin ring—four vertical strips and cross strips ; Picture frame—5 x 5 inches ; Basket—with or without cover ; miscellaneous forms.

Mat inventions :—Two inventions in twos ; two inventions in twos and ones ; two inventions in threes ; two inventions in threes and ones ; two inventions in threes and twos and ones ; six miscellaneous inventions (forms of beauty, loose strips not allowable).

Folding :—An original sequence of life forms suitable for children 4 years of age.

Folding (salt-cellar ground form), salt-cellar, star, King's crown, Queen's crown, pepper box, satchel. Folding (double salt-cellar ground form), cap, muff, boots, hobbin, shirt, trousers.

An original set of life forms suitable for seniors, not less than six forms.

Folding (tablecloth, ground form). An original sequence of life forms, not less than eight forms.

Table cloth, ground form:—Table cloth, table, handkerchief case, wind-mill, vase.

Six miscellaneous forms of life.

Folding (salt cellar, ground form), forms of beauty.

The fundamental form is given and by a change in three directions, various forms are produced :—From without, turned inward, from within, turned outward, combination. From these rules form two sequence forms of beauty, not less than six forms.

Tablecloth forms of beauty:—Tablecloth forms of beauty consist of five modifications, hexagon, trapezium from within turned outward, trapezium from without turned inward, rhomb, rhomboid. Arrange sequences in the book in symmetrical forms.

Inventions required :—Eighteen original inventions from salt-cellar ground form. Eighteen original inventions from tablecloth ground form. One combination not less than eight original forms combined in one large figure. One original set of forms from circular paper, not less than eight forms. One original set of forms from triangular paper, not less than eight forms.

Cutting :—Right isosceles ground form, not less than eighteen figures in logical sequence. Equilateral triangle, ground form, not less than eighteen figures in logical sequence. Circular paper, not less than twelve forms in logical sequence. Freehand cutting, not less than twelve forms.

Parquetry—Two forms using circles, a form of life, a form of beauty. Two forms using squares, a form of life a form of beauty. A form of beauty using right isosceles triangles (a border.) A form of beauty using equilateral triangles. A form of beauty emphasizing color by contrast and combination—any form may be used (a mosaic).

Kindergarten pease work :—With one stick, a list of objects, not less than five. With three sticks, Triangles, right isosceles, acute isosceles, obtuse isosceles, scalene triangle, obtuse scalene, equilateral triangle ; triangular prism, right and oblique ; tetrahedron ; One form of life from a triangular prism ; one form of beauty from the equilateral triangle.

Quadrilaterals :—Square ; square prism, right and oblique ; pyramid from a square base ; four life forms from a square prism ; four forms of beauty from a square centre.

Rectangular parallelopiped ; two forms of life from rectangular parallelopiped ; rhombic prism ; rhomboidal prism, trapezoidal prism ; trapezium ; pentagonal prism ; two forms of life from pentagonal prism ; one form of beauty from pentagonal centre.

Hexagonal prism ; life form from hexagonal prism ; two forms of beauty from hexagonal centre.

Octagonal prism ; two forms of life from octagonal prism ; two forms beauty from octagonal centre.

Six miscellaneous forms of life.

Six miscellaneous forms of beauty (double).

Kindergarten modelling :—Make each of the following typical forms in solid, half-solid and plane : Sphere, oblate spheroid, prolate spheroid, ovoid, cube, cone (solid form), frustrum, conoid, cylinder (solid form). Make one object from each of the above forms.

Make one combination of the solid, half-solid and plane from each type.

Six miscellaneous inventions made large :—One large ornamental vase. one fruit basket and fruit, two animals.

Songs, Games and Stories :—Songs and games ; candidates should be qualified to explain the general objects of the songs and games, the general value of the following groups of songs, with illustrations ; finger plays, nature songs, trade songs, sense songs, songs of the Knights, light songs. The significance of gesture and the principles by which they should be guided in the selection of songs and games. Stories : candidates should be qualified to explain the value of stories, to classify them and show by what principles they should be guided in their selection.

Natural Science :—Candidates should possess a knowledge of elementary science, particularly of animals, plants, earth, air and water, and should be able to illustrate the interesting portions of these subjects in stories and conversations with the children. They are required to know the nature and habits of animals that come within the experience of children, such as common quadrupeds, horse, cow, sheep, dog, cat, squirrel ; common birds, pigeon, duck, sandpiper, robin, bluebird, song sparrow, canary, woodpecker and crow ; fish, butterflies, bees, flies, spiders, frogs, snails, crickets and ants. They are required to know the different parts of a plant and their functions ; also the structure and life of six common plants such as the aster, buttercup, violet, trillium, marguerite and dandelion ; and three common trees, evergreen, oak and maple.

The miscellaneous paper for the first year's training shall include questions on natural science, songs, games and stories, general method of mind development and its application in the kindergarten, the life of Froebel.

Books that bear directly upon the junior course :—Love and Law in Child Training, by Emilie Poulsson ; Educational Reformers, Quick (last edition) ; Reminiscences of Froebel, Baroness von Bulow ; Mutter und Kose-Lieder, Froebel ; Education by Work, Baroness von Bulow ; Guide to Gift, Mad. Kraus Boelte ; Guide to Occupation, Mad. Kraus Boelte ; Fairy Land of Science, Buckley ; Magic Glasses, Buckley ; Botany, Spotton ; A Study of Child Nature, Elizabeth Harrison ; Froebel's Letters, Michaelis and Moore ; A Guide to Nature Study, Crawford ; The Student's Froebel, Herford ; Froebel's Gifts, Kate D. Wiggin and N. Smith ; Froebel's Occupation, Kate D. Wiggin and N. Smith ; Kindergarten Principle and Practice, N. Smith ; Dickens as an Educator, James L. Hughes ; Froebel's Educational Laws, James L. Hughes.

Books that may be consulted by juniors :—In the Child's World, E. Poulson ; In Story Land, E. Harrison ; Sundays at Yoho, Campbell ; Tanglewood Tales, N. Hawthorne ; Wonder Book, N. Hawthorne ; Myths and Mythmakers, Fiske ; Education of Self Activity, Courthope Bowen ; Lectures to Kindergartners, E. Peabody ; Handwork and Headwork, Baroness von Marenholtz Bulow ; Children's Rights, N. A. Smith ; The Children of the Future, N. A. Smith ; Stories of Star Land, Proctor ; Fairy Tales,

Anderson; Our Native Trees, Keeler; Birdcraft, Mabel Osgoode Wright; Birds of Ontario, McIlwraith.

Course of study for kindergarten directors :—Philosophy of Froebel. Psychology, Advanced Theory and Practice of Froebel's Gifts, Advanced Theory and Practice of the Occupations, Die Murter and Kose Lieder ; The History of Education—Quick's Educational Reformers ; Botany (see regulations); Natural Science—Life and Her Children and Winners in Life's Race, Buckley.

This course in natural science includes a study of the universal laws of development as applied to both nature and mind. It also includes a practical knowledge of natural history and microscopic analysis.

Music, Drawing, Physical culture.

A course of reading, including the study of one standard work of literature.

Books that may be consulted by seniors :—Education by Development, Froebel ; Education of Man, Froebel ; Pedagogics of the Kindergarten, Froebel ; Symbolic Education, S. E. Blow ; Letters to a Mother, S. E. Blow ; Two Children of the Foot-hills, E. Harrison ; Froebel's Educational Laws, J. L. Hughes ; Mottos and Commentaries of Froebel's Mother Play, S. E. Blow ; Psychologic Foundations of Education, Dr. W. T. Harris ; The Life of Froebel, Denton Snider ; The Infant Mind, Preyer ; Child Study, Sully ; Psychology of Infancy, Dr. F. Tracy ; Psychology, Dr. John Dewey, Chicago University ; The Study of the Child, Taylor.

APPORTIONMENT OF THE LEGISLATIVE PUBLIC SCHOOL GRANT FOR 1902.

The apportionment of the Grant to the several municipalities is based upon the latest Returns of Population for the year 1901, and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards, and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the Grant direct from the Department, that of the Public Schools will be paid, according to this Schedule, through the respective County, City, Town, and Village Treasurers.

Under the provisions of Section 5 of "An Act respecting the Education Department, 1901," the Education Department is empowered "to appropriate out of moneys voted by the Legislature for public and separate schools, a sum not exceeding \$5.00 for every school in which the Regulations of the Department as to equipment, ventilation, heating, lighting and the care of the premises generally have been complied with."

Each County Inspector is therefore authorized to deduct from the apportionment of each township such an amount as will provide the sum of \$5.00 to be paid on his order to each Trustee Board that has complied with the requirements mentioned.

Toronto, May, 1902.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1902.

1. COUNTY OF BRANT.		Municipalities.	Apportionment.
Municipalities.	Apportionment.	Oakland.....	85 00
Brantford	\$639 00	Onondaga.....	130 00
Burford.....	499 00		
Dumfries, South.....	314 00	Total.....	\$1,667 00

2. COUNTY OF BRUCE.

Municipalities.	Apportionment.
Albemarle.....	\$181 00
Amabel.....	438 00
Arran.....	289 00
Brant.....	455 00
Bruce.....	362 00
Carrick.....	298 00
Culross.....	242 00
Eastnor.....	202 00
Elderslie.....	261 00
Greenock.....	266 00
Huron.....	432 00
Kincardine.....	319 00
Kinloss.....	272 00
Lindsay and St. Edmunds.....	135 00
Saugeen.....	179 00

Total.....\$4,331 00

3. COUNTY OF CARLETON.

Fitzroy.....	\$293 00
Gloucester.....	531 00
Goulbourn.....	299 00
Gower North.....	269 00
Huntley.....	263 00
March.....	75 00
Marlborough.....	182 00
Nepean.....	459 00
Osgoode.....	516 00
Torbolton.....	113 00

Total.....\$3,005 00

4. COUNTY OF DUFFERIN.

Amaranth.....	\$323 00
Garafraxa, East.....	225 00
Luther, East.....	211 00
Melanethon.....	457 00
Mono.....	424 00
Mulmur.....	336 00

Total.....\$1,976 00

5. COUNTY OF ELGIN.

Aldborough.....	\$416 00
Bayham.....	432 00
Dorchester, South.....	154 00
Dunwich.....	371 00
Malahide.....	438 00
Southwold.....	469 00
Yarmouth.....	574 00

Total.....\$2,854 00

6. COUNTY OF ESSEX.

Anderdon.....	\$167 00
Colchester, North.....	225 00
“ South.....	342 00
Gosfield, North.....	242 00
“ South.....	266 00
Maidstone.....	304 00
Malden.....	110 00
Mersea.....	507 00
Pelee Island.....	76 00
Rochester.....	164 00
Sandwich, East.....	91 00
“ West.....	274 00
“ South.....	200 00
Tilbury, North.....	113 00
“ West.....	270 00

Total.....\$3,351 00

7. COUNTY OF FRONTENAC.

Municipalities.	Apportionment.
Barrie.....	\$64 00
Bedford.....	179 00
Clarendon and Miller.....	78 00
Hinchinbrooke.....	154 00
Howe Island.....	.....
Kennebec.....	154 00
Kingston.....	269 00
Loughborough.....	180 00
Olden.....	126 00
Oso.....	50 00
Palmerston and Canonto.....	103 00
Pittsburg.....	263 00
Portland.....	257 00
Storrington.....	222 00
Wolfe Island.....	109 00

Total.....\$2,208 00

8. COUNTY OF GREY.

Artemesia.....	\$ 434 00
Bentinck.....	366 00
Collingwood.....	443 00
Derby.....	216 00
Egremont.....	383 00
Euphrasia.....	384 00
Glenelg.....	284 00
Holland.....	365 00
Keppel.....	424 00
Normanby.....	498 00
Osprey.....	380 00
Proton.....	354 00
Sarawak.....	153 00
St. Vincent.....	345 00
Sullivan.....	404 00
Sydenham.....	386 00

Total.....\$5,819 00

9. COUNTY OF HALDIMAND.

Canborough.....	\$ 103 00
Cayuga, North.....	180 00
“ South.....	97 00
Dunn.....	99 00
Moulton.....	223 00
Oneida.....	167 00
Rainham.....	204 00
Seneca.....	215 00
Sherbrooke.....	48 00
Walpole.....	502 00

Total.....\$1,838 00

10. COUNTY OF HALIBURTON.

Anson and Hindon.....	\$ 32 00
Cardiff.....	71 00
Dudley, Dysart, Harecourt, Har-	
burn, Guilford.....	121 00
Glamorgan.....	63 00
Livingstone.....	5 00
Lutterworth.....	55 00
McClintock.....	6 00
Minden.....	148 00
Monmouth.....	63 00
Nightingale.....	1 00
Sherbourne.....	17 00
Snowdon.....	97 00
Stanhope.....	53 00

Total.....\$ 732 00

11. COUNTY OF HALTON.

Municipalities.	Apportionment.
Esquesing.....	\$ 433 00
Nassagaweya.....	277 00
Nelson.....	328 00
Trafalgar.....	412 00

Total.....\$1,450 00

12. COUNTY OF HASTINGS.

Carlow.....	\$ 72 00
Dungannon.....	92 00
Elzevir and Grimsthorpe..	158 00
Faraday.....	153 00
Hungerford.....	427 00
Huntingdon.....	289 00
McClure, Wicklow and Bangor.	117 00
Herschel and Monteagle ..	239 00
Madoc.....	272 00
Marmora and Lake.....	191 00
Mayo.....	62 00
Rawdon.....	403 00
Sidney.....	473 00
ThurLOW.....	475 00
Tudor and Cashel.....	105 00
Limerick.....	65 00
Wollaston.....	90 00
Tyendinaga.....	346 00

Total.....\$4,029 00

13. COUNTY OF HURON.

Ashfield.....	\$355 00
Colborne.....	214 00
Goderich.....	293 00
Grey.....	408 00
Hay.....	388 00
Howick.....	468 00
Hullett.....	315 00
McKillop.....	302 00
Morris.....	301 00
Stanley.....	261 00
Stephen.....	467 00
Tuckersmith.....	286 00
Turnberry.....	257 00
Usborne.....	293 00
Wawanosh, East.....	229 00
“ West.....	236 00

Total.....\$5,073 00

14. COUNTY OF KENT.

Camden.....	\$311 00
Chatham.....	579 00
Dover.....	407 00
Harwich.....	529 00
Howard.....	421 00
Orford.....	319 00
Raleigh.....	508 00
Romney.....	214 00
Tilbury, East.....	410 00
Zone.....	148 00

Total.....\$3,846 00

15. COUNTY OF LAMBTON.

Bosanquet.....	\$304 00
Brooke.....	400 00
Dawn.....	414 00
Enniskillen ..	563 00
Euphemia.....	270 00
Moore.....	554 00
Plympton.....	396 00

15. COUNTY OF LAMBTON.—*Con.*

Municipalities.	Apportionment.
Sarnia.....	\$225 00
Sombra.....	457 00
Warwick.....	376 00

Total.....\$3,959 00

16. COUNTY OF LANARK.

Bathurst.....	\$290 00
Beckwith.....	197 00
Burgess, North.....	53 00
Dalhousie and Sherbrooke, N th	210 00
Darling.....	87 00
Drummond.....	234 00
Elmsley, North.....	123 00
Lanark.....	203 00
Lavant.....	64 00
Montague.....	224 00
Packenham.....	193 00
Ramsay.....	256 00
Sherbrooke, South.....	104 00

Total.....\$2,238 00

17. COUNTY OF LEEDS.

Bastard and Burgess, South...	\$333 00
Crosby, North.....	145 00
“ South.....	194 00
Elizabethtown.....	471 00
Elmsley, South.....	101 00
Kitley.....	237 00
Leeds and Lansdowne, Front..	331 00
“ “ Rear...	275 00
Yonge and Escott, Rear.....	124 00
Yonge, Front and Escott....	287 00

Total.....\$2,498 00

17 (a). COUNTY OF GRENVILLE.

Augusta.....	\$445 00
Edwardsburg.....	439 00
Gower, South.....	98 00
Oxford, Rideau.....	329 00
Wolford.....	200 00

Total.....\$1,511 00

18. COUNTY OF LENNOX AND
ADDINGTON.

Adolphustown.....	\$ 59 00
Amherst Island.....	101 00
Anglesea, Effingham & Kaladar	152 00
Camden, East.....	649 00
Denbigh, Abinger and Ashley..	123 00
Ernesttown.....	366 00
Fredericksburg North.....	170 000
“ South.....	94 00
Richmond.....	262 00
Sheffield.....	217 00

Total.....\$2,193 00

19. COUNTY OF LINCOLN.

Caistor.....	\$208 00
Clinton.....	230 00
Gainsborough.....	274 00
Grantham.....	221 00
Grimsby, North.....	143 00
“ South.....	179 00
Louth.....	207 00
Niagara.....	207 00

Total.....\$1,669 00

20. COUNTY OF MIDDLESEX.

Municipalities.	Apportionment.
Adelaide.....	\$262 00
Biddulph.....	201 00
Caradoc.....	481 00
Delaware.....	195 00
Dorchester, North.....	429 00
Ekfrid.....	323 00
Lobo.....	328 00
London.....	1,038 00
McGillivray.....	273 00
Metcalfe.....	185 00
Mosa.....	309 00
Nissouri, West.....	319 00
Westminster.....	504 00
Williams, East.....	179 00
" West.....	164 00

Total.....\$5,190 00

21. COUNTY OF NORFOLK.

Charlotteville.....	\$395 00
Houghton.....	239 00
Middleton.....	303 00
Townsend.....	476 00
Walsingham, North.....	255 00
" South.....	244 00
Windham.....	408 00
Woodhouse.....	244 00

Total.....\$2,564 00

22. COUNTY OF NORTHUMBERLAND.

Alnwick.....	\$121 00
Brighton.....	283 00
Cramahe.....	295 00
Haldimand.....	429 00
Hamilton.....	458 00
Monaghan, South.....	104 00
Murray.....	331 00
Percy.....	338 00
Seymour.....	366 00

Total.....\$2,725 00

22. (a). COUNTY OF DURHAM.

Cartwright.....	\$208 00
Cavan.....	295 00
Clarke.....	441 00
Darlington.....	482 00
Hope.....	396 00
Manvers.....	359 00

Total.....\$2,181 00

23. COUNTY OF ONTARIO.

Brock.....	\$438 00
Mara.....	287 00
Pickering.....	636 00
Rama.....	145 00
Reach.....	425 00
Scott.....	258 00
Seugog Island.....	58 00
Thorah.....	157 00
Uxbridge.....	329 00
Whitby, East.....	304 00
Whitby.....	252 00

Total.....\$3,289 00

24. COUNTY OF OXFORD.

Municipalities.	Apportionment.
Blandford.....	\$195 00
Blenheim.....	511 00
Dereham.....	437 00
Nissouri, East.....	290 00
Norwich, North.....	267 00
" South.....	291 00
Oxford, North.....	155 00
" East.....	235 00
" West.....	251 00
Zorra, East.....	476 00
" West.....	394 00

Total.....\$3,502 00

25. COUNTY OF PEEL.

Albion.....	\$327 00
Caledon.....	473 00
Chinguacousy.....	470 00
Gore of Toronto.....	101 00
Toronto.....	621 00

Total.....\$1,992 00

26. COUNTY OF PERTH.

Blanchard.....	\$307 00
Downie.....	297 00
Easthope, North.....	246 00
" South.....	229 00
Ellice.....	321 00
Elma.....	439 00
Fullarton.....	262 00
Hibbert.....	245 00
Logan.....	338 00
Mornington.....	335 00
Wallace.....	339 00

Total.....\$3,358 00

27. COUNTY OF PETERBOROUGH.

Anstruther.....	\$ 29 00
Asphodel.....	201 00
Belmont.....	212 00
Burleigh.....	44 00
Cavendish.....	19 00
Chandos.....	95 00
Douro.....	247 00
Dummer.....	229 00
Ennismore.....	98 00
Galway.....	118 00
Harvey.....	134 00
Methuen.....	30 00
Monaghan, North.....	111 00
Otonabee.....	396 00
Smith.....	315 00

Total.....\$2,278 00

28. COUNTY OF PRESCOTT.

Alfred.....	\$38 00
Caledonia.....	112 00
Hawkesbury, East.....	302 00
" West.....	321 00
Longueuil.....	64 00
Plantagenet, North.....	365 00
" South.....	223 00

Total.....\$1,425 00

28 (a). COUNTY OF RUSSELL.

Municipalities.	Apportionment.
Cambridge.....	\$170 00
Clarence.....	156 00
Cumberland.....	309 00
Russell.....	158 00

Total.....\$793 00

29. COUNTY OF PRINCE EDWARD.

Ameliasburg.....	\$354 00
Athol.....	135 00
Hallowell.....	343 00
Hillier.....	183 00
Marysburg, North.....	135 00
Marysburg, South.....	144 00
Sophiasburg.....	211 00

Total.....\$1,505 00

30. COUNTY OF RENFREW.

Admaston.....	\$254 00
Algona, South.....	115 00
Alice and Fraser.....	241 00
Bagot and Blithfield.....	170 00
Brougham.....	56 00
Bromley.....	150 00
Brudenell and Lynedoch.....	173 00
Grattan.....	243 00
Griffith and Matawatchan.....	51 00
Hagarty, Jones, Sherwood, Richards and Burns.....	242 00
Head, Clara and Maria.....	45 00
Horton.....	160 00
McNab.....	420 00
Pembroke.....	76 00
Petewawa.....	121 00
Radeliffe and Raglan.....	145 00
Rolph, Wylie, McKay, Bu- chanan.....	126 00
Ross.....	275 00
Sebastopol.....	88 00
Stafford.....	103 00
Westmeath.....	417 00
Wilberforce and Algona, N th	285 00

Total.....\$3,956 00

31. COUNTY OF SIMCOE.

Adjala.....	\$232 00
Essa.....	506 00
Flos.....	409 00
Gwillimbury, West.....	268 00
Innisfil.....	430 00
Matchedash.....	54 00
Medonte.....	478 00
Nottawasaga.....	641 00
Orillia.....	447 00
Oro.....	473 00
Sunnidale.....	236 00
Tay.....	554 00
Tiny.....	374 00
Tecumseth.....	389 00
Tossorontio.....	190 00
Vespra.....	347 00

Total.....\$6,028 00

32. COUNTY OF STORMONT.

Cornwall.....	\$612 00
Finch.....	315 00

32. COUNTY OF STORMONT.—*Con.*

Municipalities.	Apportionment.
Osnabruk.....	\$551 00
Roxborough.....	433 00

Total.....\$1,911 00

32 (a). COUNTY OF DUNDAS.

Matilda.....	\$468 00
Mountain.....	358 00
Williamsburg.....	450 00
Winchester.....	390 00

Total.....\$1,666 00

32 (b). COUNTY OF GLENGARRY.

Charlottenburg.....	\$534 00
Kenyon.....	495 00
Lancaster.....	411 00
Lochiel.....	466 00

Total.....\$1,906 00

33. COUNTY OF VICTORIA.

Bexley.....	\$106 00
Carden.....	84 00
Dalton.....	62 00
Eldon.....	360 00
Emily.....	236 00
Fenelon.....	271 00
Laxton, Digby and Longford.....	90 00
Mariposa.....	463 00
Ops.....	265 00
Somerville.....	230 00
Verulam.....	220 00

Total.....\$2,387 00

34. COUNTY OF WATERLOO.

Dumfries, North.....	\$243 00
Waterloo.....	802 00
Wellesley.....	476 00
Wilmot.....	549 00
Woolwich.....	475 00

Total.....\$2,545 00

35. COUNTY OF WELLAND.

Bertie.....	\$353 00
Crowland.....	109 00
Humbershstone.....	350 00
Pelham.....	285 00
Stamford.....	230 00
Thorold.....	242 00
Wainfleet.....	306 00
Willoughby.....	113 00

Total.....\$1,988 00

36. COUNTY OF WELLINGTON

Arthur.....	\$285 00
Eramosa.....	313 00
Erin.....	411 00
Garafraxa, West.....	281 00
Guelph.....	273 00
Luther, West.....	252 00
Maryborough.....	366 00
Minto.....	365 00
Nichol.....	190 00
Peel.....	441 00
Pilkingtton.....	165 00
Puslinch.....	334 00

Total.....\$3,676 00

37. COUNTY OF WENTWORTH.	
Municipalities.	Apportionment.
Ancaster.....	\$471 00
Barton.....	438 00
Beverly.....	492 00
Binbrook.....	169 00
Flamborough, East..	298 00
" West.....	333 00
Glanford.....	192 00
Saltfleet.....	362 00
Total.....	\$2,755 000

38. COUNTY OF YORK.	
Etobicoke.....	\$425 00
Georgina.....	199 00
Gwillimbury, East.....	386 00
" North.....	152 00
King.....	625 00

38. COUNTY OF YORK.—Con.	
Municipalities.	Apportionment.
Markham.....	\$575 00
Scarborough.....	438 00
Vaughan.....	515 00
Whitechurch.....	422 00
York.....	1,060 00
Total.....	\$4,797 00

39. DISTRICTS	
Algoma, Muskoka, Nipissing, Parry Sound, Rainy River, and Thunder Bay, including rural separate schools, but not schools in towns and villages named in this list.	\$35,000 00
Total.....	\$35,000 00

**Apportionment to Roman Catholic Separate Schools for 1902, Payable
Through This Department.**

School Sections.	Apportionment.
Adjala.....	10 \$23 00
Alfred.....	3 13 00
".....	6 27 00
" 7 (with 8, Plantagenet, S'th)	13 00
".....	7 33 00
".....	8 42 00
".....	9 24 00
".....	10 67 00
".....	11 23 00
".....	12 26 00
".....	13 29 00
".....	14 20 00
".....	15 20 00
Admaston.....	4 20 00
Anderdon, 2, 5 and 8 (with 6 and 9 Sandwich W.).....	28 00
"..... 3 and 4	11 00
Arthur.....	6 29 00
".....	10 31 00
Ashfield.....	2 46 00
Asphodel.....	4 15 00
Augusta.....	15 18 00
Balfour, 1 (District of Algoma).....	
Biddulph.....	3 13 00
".....	4 35 00
".....	6 27 00
" 9 (with 1 McGillivray)	11 00
Bonfield, 1A, 1B, 2, 4 (District of Nipissing).....	
Brant (with 3 Greenock).....	2 8 00
Brighton.....	1 (15) 14 00
Bromley.....	4 24 00
".....	6 24 00
".....	7 46 00
Brougham.....	1 13 00
Burgess, North.....	2 27 00
".....	4 11 00
".....	6 10 00
Caledonia.....	3, 4 and 10 15 00
" 6 (with 7 Plantagenet S.)	13 00
".....	10 22 00
".....	12 27 00
".....	13 13 00
Cambridge.....	3 28 00

School Sections.	Apportionment.
Cambridge.....	4 \$19 00
".....	5 36 00
".....	6 23 00
"..... 6 and 7	36 00
"..... 14 P (to be app'd)	
Carrick.....	1 33 00
" (with 1 Culross).....	1 65 00
".....	2 18 00
" (with 2 Culross).....	2 16 00
".....	4 29 00
".....	14 111 00
Charlottenburg.....	15 38 00
".....	16 25 00
Chisholm and Boulter.....	1 (Nipissing)
Chisholm.....	2 "
Clarence.....	5 70 00
".....	6 62 00
".....	8 34 00
".....	11 29 00
".....	12 17 00
".....	13 21 00
".....	14 26 00
".....	16 21 00
".....	17 21 00
".....	19 16 00
".....	20 21 00
".....	21 29 00
Cornwall.....	1 17 00
".....	16 53 00
Crosby, North.....	4 70 00
".....	7 5 00
Culross (with 1 Carrick).....	1 79 00
" (with 2 Carrick).....	2 20 00
Cumberland.....	10 13 00
".....	11 15 00
".....	13 25 00
".....	14 33 00
Dilke, 6 (District of Algoma).....	
Downie.....	9 33 00
Dover.....	3 45 00
".....	7 34 00
".....	9 28 00
Dunnett and Rutter, 1 (District of Nipissing).....	

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1902, PAYABLE THROUGH
THIS DEPARTMENT.—Continued.

School Sections.	Apportionment.
Edwardsburg	2 \$ 4 00
Ellice	7 16 00
Ferris, 3 (District of Nipissing)	4 " " 30 00
Finch	5 44 00
Flamborough, West ..	2 14 00
Gibbons, 1 (District of Nipissing)	3 (with 2 Brant) 68 00
Greenock	5 18 00
Glenelg	7 30 00
Gloucester	1 (with 3 Osgoode) 9 00
"	4, 5 and 12 12 00
"	14 35 00
"	15 68 00
"	17 8 00
"	20 24 00
"	22 15 00
"	25 80 00
"	26 20 00
Griffith, etc	3 11 00
Hagarty	4 45 00
"	12 (to be app'd)
Haldimand	2 24 00
"	14 18 00
Harwich	9 25 00
Hawkesbury, East ..	2 62 00
"	4 13 00
"	6 16 00
"	7 84 00
"	10 49 00
Hawkesbury, East ..	11 24 00
"	12 18 00
"	15 21 00
"	16 8 00
Hay	1 51 00
Hibbert, 2 (with McKillop, etc.)	(to be app'd)
"	(1) 3 16 00
Howe Island	1 10 00
"	2 16 00
"	3 14 00
Holland, etc	3 13 00
Hullett	2 14 00
Keewatin, 1 (see Dist. of Algoma)	8 15 00
Kingston	14 35 00
Lancaster	12A 25 00
Lochiel	12B 55 00
Longueuil, West	2 17 00
"	4A 20 00
"	7 21 00
Loughboro'	2 14 00
"	10 20 00
Maidstone	1 49 00
"	4 (with 2 Rochester) 15 00
Malden	3A 33 00
"	3B 24 00
Mara	3 59 00
March	3 29 00
Marmora and Lake ..	1 2 00
Matawatchan	3 26 00
Moore	3, 4 and 5 9 00
Mornington	4 26 00
McGillivray, 1 (with 9 Biddulph) ..	8 00

School Sections.	Apportionment.
McKillop	1 \$17 00
"	3 (with Hibbert) (to be app'd)
Nepean	7 30 00
"	15 86 00
Nichol	1 16 00
Normanby	5 25 00
"	10 14 00
Osgoode	1 22 00
"	2 (15) 18 00
"	3 (with 1 Gloucester) 11 00
Papineau, 1 (see Dist of Nipissing)	2 " " 12 00
"	2B " " 13 00
Peel	8 13 00
"	12 15 00
Percy	5 12 00
"	12 (with 12 Seymour) 5 00
Plantagenet, North ..	4 22 00
"	7 21 00
"	8 15 00
"	9 24 00
"	12 10 00
"	South 4 37 00
"	7 36 00
"	7 (with 6 Caledonia) 12 00
Plantagenet, South ..	8 23 00
"	8 (with 7 Alfred) 9 00
Proton	6 15 00
Raleigh	4 10 00
"	5 23 00
"	6 20 00
Rayside, 1 (with 1 Balfour) Algoma	10 and 17 14 00
Richmond	3 (to be app'd)
Rochester 2 (with 4 Maidstone)	6 48 00
"	7 57 00
"	10 (with 11 Tilbury, N.) 9 00
Roxboro'	12 62 00
"	16 26 00
Russell	1 (with 12 Winchester) 10 00
"	4 12 00
"	6 92 00
"	7 20 00
"	8 33 00
"	13 19 00
Sandwich, East	1 100 00
"	2 18 00
"	3 16 00
"	4 78 00
"	West 1 (to be app'd)
"	6 and 9 28 00
"	South 5 (to be app'd)
"	7 " " 5 00
Seymour	12 (with 12 Percy) 5 00
Sheffield	5 30 00
Sherwood	6 58 00
Sombra	5 26 00
Stafford	2 31 00
Stephen	6 38 00
Springer, 2 (District of Nipissing)	3 " " 3 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1902, PAYABLE THROUGH THIS DEPARTMENT.—*Concluded.*

School Sections.	Apportionment.	School Sections.	Apportionment.
Sunnidale	6 \$ 7 00	Wellesley	5 \$14 00
Sydenham.....	7 19 00	"	9 and 10 32 00
Tilbury, N.....	1 52 00	"	11 76 00
"	2 38 00	"	12 5 00
"	6 23 00	Westminster.....	13 6 00
"	7 (to be app'd)	Widdifield, 2 (District of Nipissing)....	
" 11 (with 10 Rochester)	24 00	Williams, West... ..	10 21 00
" West	11 (to be app'd)	Wilmot.....	15½ 54 00
Tiny	2 101 00	Winchester...12 (with 1 Russell)	15 00
Toronto Gore.....	6 16 00	Windham.....	8 37 00
Tyendinaga.....	18 12 00	Wolfe Island.....	1 7 00
"	20 17 00	Wolfe Island.....	2 17 00
"	24 14 00	"	4 28 00
"	28 13 00	"	7 12 00
"	30 14 00	Woolwich.....	10 37 00
Vespra.....	7 7 00	Yonge and Escott R.	4 15 00
Waterloo.....	13 60 00	York.....	1 34 00
Wawanosh, West. ..	1 18 00		
			\$6,005 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1902.

CITIES.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Bellville	946 00	268 00	1,214 00
Brantford	1,793 00	243 90	2,036 00
Chatham	872 00	184 00	1,056 00
Guelph	1,088 00	265 00	1,353 00
Hamilton	5,507 00	1,054 00	6,561 00
Kingston.....	1,739 00	477 00	2,216 00
London	4,142 00	639 00	4,781 00
Ottawa.....	3,504 00	3,936 00	7,440 00
St. Catharines.....	1,046 00	246 00	1,292 00
St. Thomas.....	1,271 00	157 00	1,428 00
Stratford	1,059 00	216 00	1,275 00
Toronto	21,714 00	3,404 00	25,118 00
Windsor	1,542 00	in City grant	1,542 00
Woodstock	1,129 00	...	1,129 00
Total	\$47,352 00	\$11,089 00	\$58,441 00
TOWNS.			
Alliston.....	168 00	.....	168 00
Almonte	270 00	101 00	371 00
Amherstburg.....	129 00	130 00	259 00
Arnprior	293 00	175 00	468 00
Aurora	179 00	.....	179 00
Aylmer	266 00	.....	266 00
Barrie	624 00	115 00	739 00
Berlin.....	934 00	275 00	1,209 00
Blenheim	204 00	.....	204 00
Bothwell	102 00	.....	102 00
Bowmanville	333 00	.....	333 00
Bracebridge	282 00	.....	282 00
Brampton	343 00	.....	343 00
Brockville (including arrears for Sep. School)	906 00	175 00	1,081 00
Carleton Place	497 00	.....	497 00
Clinton	297 00	.....	297 00
Cobourg	382 00	149 00	531 00
Collingwood.....	718 00	.....	718 00
Copper Cliff	281 00	.....	281 00
Cornwall	306 00	456 00	762 00
Deseronto	457 00	.....	457 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1902.—*Con.*

TOWNS.— <i>Continued.</i>	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Dresden.....	184 00		184 00
Dundas.....	388 00	76 00	414 00
Dunnville.....	261 00		261 00
Durham.....	171 00		171 00
Essex.....	172 00		172 00
Forest.....	193 00		193 00
Fort William.....	500 00	in town grant	500 00
Galt.....	910 00	64 00	974 00
Gananoque.....	454 00		454 00
Goderich.....	438 00	57 00	495 00
Gore Bay.....	110 00		110 00
Gravenhurst.....	259 00		259 00
Harriston.....	204 00		204 00
Hawkesbury.....	50 00	209 00	259 00
Hespeler.....	312 00		312 00
Huntsville.....	273 00		273 00
Ingersoll.....	507 00	70 00	577 00
Kincardine.....	265 00		265 00
Kingsville.....	222 00		222 00
Leamington.....	291 00		291 00
Lindsay.....	648 00	198 00	846 00
Listowel.....	317 00		317 00
Little Current.....	113 00		113 00
Mattawa.....	55 00	153 00	208 00
Meaford.....	231 00		231 00
Midland.....	370 00		370 00
Mitchell.....	238 00		238 00
Milton.....	161 00		161 00
Mount Forest.....	251 00		251 00
Napanee.....	348 00		348 00
Newmarket.....	239 00	37 00	276 00
Niagara.....	150 00		150 00
Niagara Falls.....	455 00	94 00	549 00
North Bay.....	204 00	101 00	305 00
North Toronto.....	223 00		223 00
Oakville.....	187 00	21 00	208 00
Orangeville.....	500 00		500 00
Orillia.....	479 00	115 00	594 00
Oshawa.....	468 00	57 00	525 00
Owen Sound.....	1,057 00	72 00	1,129 00
Palmerston.....	218 00		218 00
Parkhill.....	139 00	32 00	171 00
Paris.....	348 00	51 00	399 00
Parry Sound.....	357 00		357 00
Pembroke.....	379 00	247 00	626 00
Penetanguishene.....	332 00		332 00
Perth.....	312 00	132 00	444 00
Peterborough.....	901 00	439 00	1,340 00
Petrolia.....	523 00		523 00
Picton.....	406 00	37 00	443 00
Port Arthur.....	245 00	142 00	387 00
Port Hope.....	499 00		499 00
Prescott.....	241 00	129 00	370 00
Reston.....	225 00	49 00	274 00
Rat Portage.....	494 00	142 00	636 00
Renfrew.....	231 00	168 00	399 00
Ridgetown.....	304 00		304 00
Sandwich.....	57 00	117 00	174 00
Sarnia.....	826 00	118 00	944 00
Sault Ste. Marie.....	852 00	124 00	976 00
Seaforth.....	278 00	in town grant	278 00
Simcoe.....	367 00		367 00
Smith's Falls.....	661 00		661 00
Stayner.....	147 00		147 00
Sturgeon Falls.....	75 00	89 00	164 00
St. Mary's.....	379 00	37 00	416 00
Strathroy.....	372 00		372 00
Sudbury.....	110 00	76 00	186 00
Thessalon.....	139 00		139 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1902.—*Con.*

TOWNS.— <i>Con.</i>	Public Schools	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Thornbury	93 00		92 00
Thorold	183 00	86 00	269 00
Tilsonburg	258 00		258 00
Toronto Junction	737 00		737 00
Trenton	354 00	149 00	503 00
Uxbridge	193 00		193 00
Vankleekhill	135 00	146 00	281 00
Walkerton	250 00	119 00	369 00
Walkerville	194 00		194 00
Wallaceburg	291 09	54 00	345 00
Waterloo	369 00	67 00	436 00
Welland	231 00		231 00
Whitby	242 00	31 00	273 00
Warton	279 00		279 00
Wingham	266 00		266 00
Totals.....	35,048 00	5,681 00	40,729 00
INCORPORATED VILLAGES.			
Acton	179 00		179 00
Ailsa Craig	88 00		88 00
Alexandria	43 00	168 00	211 00
Alvinston	122 00		122 00
Arkona	58 00		58 00
Arthur	92 00	64 00	156 00
Athens	118 00		118 00
Ayr	103 00		103 00
Ashburnham	209 00		209 00
Bath	42 00		42 00
Bayfield	69 00		69 00
Beamsville	98 00		98 00
Beaverton	91 00		91 00
Beeton	88 00		88 00
Belle River	12 00	57 00	69 00
Elyth	105 00		105 00
Bobcaygeon	109 00		109 00
Bolton	77 00		77 00
Bradford	122 00		122 00
Bridgeburg	161 00		161 00
Brighton	165 00		165 00
Brussels	142 00		142 00
Burk's Falls	93 00		93 00
Burlington	161 00		161 00
Caledonia	98 00		98 00
Campbellford	306 00		306 00
Cannington	152 00		152 00
Cardinal	157 00		157 00
Casselman	20 00	94 00	114 00
Cayuga	138 00		138 00
Chesley	215 00		215 00
Chesterville	108 00		108 00
Chippawa	56 00		56 00
Clifford	72 00		72 00
Cobden	90 00		90 00
Colborne	125 00		125 00
Creemore	79 00		79 00
Delhi	96 00		96 00
Drayton	93 00		93 00
Dundalk	96 00		96 00
Dutton	100 00		100 00
East Toronto	186 00		186 00
Eganville	62 00	67 00	129 00
Elmira	132 00		132 00
Elora	124 00	21 00	145 00
Embro	72 00		72 00
Erin	60 00		60 00
Exeter	231 00		231 00
Fenelon Falls	147 00		147 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1902.—*Con.*

INCORPORATED VILLAGES.— <i>Con.</i>	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Fergus	162 00	13 00	175 00
Fort Erie	100 00		100 00
Garden Island	31 00		31 00
Georgetown	163 00		163 00
Glencoe	116 00		116 00
Grand Valley	99 00		96 00
Grimsby	119 00		119 00
Hagersville	109 00		109 00
Hastings	60 00	38 00	98 00
Hanover	170 00		170 00
Havelock	119 00		119 00
Hensall	100 00		100 00
Hintonburg	160 00	157 00	317 00
Holland Landing	56 00		56 00
Iroquois	138 00		138 00
Kemptville	172 00		172 00
Lakefield	142 00		142 00
Lanark	110 00		110 00
Lancaster	65 00		65 00
L'Orignal	108 00	38 00	146 00
Lucan	105 00		105 00
Lucknow	181 00		181 00
Madoc	141 00		141 00
Markdale	125 00		125 00
Markham	136 00		136 00
Marmora	111 00		111 00
Maxville	85 00		85 00
Merrickville	118 00		118 00
Merriton	160 00	48 00	208 00
Millbrook	110 00		110 00
Milverton	85 00		85 00
Morrisburg	196 00		196 00
Newboro'	53 00		53 00
Newburgh	73 00		73 00
Newbury	54 00		54 00
Newcastle	74 00		74 00
New Hamburg	147 00		147 00
Niagara Falls South	163 00		163 00
Norwich	170 00		170 00
Norwood	112 00		112 00
Oil Springs	119 00		119 00
Onemee	74 00		74 09
Ottawa, East	81 00	78 00	159 00
Paisley	134 00		134 00
Point Edward	128 00		128 00
Portsmouth	47 00	25 00	72 00
Port Carling	34 00		34 00
Port Colborne	154 00		154 00
Port Dalhousie	90 00	39 00	129 00
Port Dover	140 00		140 00
Port Elgin	155 00		155 00
Port Perry	172 00		172 00
Port Rowan	88 00		88 00
Port Stanley	66 00		66 00
Richmond	54 00		54 00
Richmond Hill	72 00		72 00
Rockland	20 00	140 00	160 00
Shelburne	142 00		142 00
Southampton	198 00		198 00
Springfield	60 00		60 00
Stirling	98 00		98 00
Stouffville	147 00		147 00
Streetsville	65 00		65 00
Sundridge	49 00		49 00
Sutton	72 00		72 00
Tara	81 00		81 00
Teeswater	110 00		110 00
Thamesville	108 00		108 00
Thedford	73 00		73 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1902.—*Con.*

INCORPORATED VILLAGES.— <i>Con.</i>	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Tilbury	63 00	65 00	128 00
Tiverton	54 00		54 00
Tottenham	69 00		69 00
Tweed	148 00		148 00
Vienna	41 00		41 00
Wardsville	41 00		41 00
Waterdown	82 00		82 00
Waterford	127 00		127 00
Watford	168 00		168 00
Wellington	91 00		91 00
Weston	117 00	14 00	131 00
Winchester	138 00		138 00
Woodbridge	76 00		76 00
Woodville	63 00		63 00
Wyoming	89 00		89 00
Wroster	53 00		53 00
Total	\$14,508 00	\$1,126 00	\$15,634 00

SUMMARY OF APPORTIONMENT FOR 1902.

COUNTIES.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
1. Brant	1,667 00		1,667 00
2. Bruce	4,331 00	447 00	4,778 00
3. Carleton	3,005 00	467 00	3,472 00
4. Dufferin	1,976 00		1,976 00
5. Elgin	2,854 00		2,854 00
6. Essex	3,351 00	676 00	4,027 00
7. Frontenac	2,208 00	153 00	2,361 00
8. Grey	5,819 00	134 00	5,953 00
9. Haldimand	1,838 00		1,838 00
10. Haliburton	732 00		732 00
11. Halton	1,450 00		1,450 00
12. Hastings	4,029 00	72 00	4,101 00
13. Huron	5,073 00	184 00	5,257 00
14. Kent	3,846 00	185 00	4,031 00
15. Lambton	3,959 00	35 00	3,994 00
16. Lanark	2,238 00	48 00	2,286 00
17. Leeds and Grenville	4,009 00	112 00	4,121 00
18. Lennox and Addington	2,193 00	44 00	2,237 00
19. Lincoln	1,669 00		1,669 00
20. Middlesex	5,190 00	121 00	5,311 00
21. Norfolk	2,564 00	37 00	2,601 00
22. Northumberland and Durham	4,906 00	78 00	4,984 00
23. Ontario	3,289 00	59 00	3,348 00
24. Oxford	3,502 00		3,502 00
25. Peel	1,992 00	16 00	2,008 00
26. Perth	3,358 00	91 00	3,449 00
27. Peterborough	2,278 00	15 00	2,293 00
28. Prescott and Russell	2,218 00	1,770 00	3,988 00
29. Prince Edward	1,505 00		1,505 00
30. Renfrew	3,956 00	298 00	4,254 00
31. Simcoe	6,028 00	138 00	6,166 00
32. Stormont, Dundas and Glengarry	5,483 00	395 00	5,878 00
33. Victoria	2,387 00		2,387 00
34. Waterloo	2,545 00	278 00	2,823 00
35. Welland	1,988 00		1,988 00
36. Wellington	3,676 00	104 00	3,780 00
37. Wentworth	2,755 00	14 00	2,769 00
38. York	4,797 00	34 00	4,831 00
Total	120,664 00	6,005 00	126,699 00

SUMMARY OF APPORTIONMENT FOR 1902.—*Con.*

	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
39. Districts—			
(a) Algoma.....	33,800 00	1,200 00	35,000 00
(b) Muskoka.....			
(c) Nipissing....			
(d) Parry Sound..			
(e) Rainy River..			
(f) Thunder Bay..			
Exclusive of the towns and vil- lages which appear in the general list.			
Total.....	33,800 00	1,200 00	35,000 00
GRAND TOTALS.			
Counties	120,664 00	6,005 00	126,669 00
Cities	47,352 00	11,089 00	58,441 00
Towns	35,048 00	5,681 00	40,729 00
Villages	14,508 00	1,126 00	15,634 00
Districts	33,800 00	1,200 00	35,000 00
Totals	251,372 00	25,101 00	276,473 00

II. ORDERS IN COUNCIL.

1. High School established in the town of Rat Portage. Such establishment to take effect from the 1st day of January, 1902. (Approved 24th Jan. 1902).

2. High School of the town of Renfrew raised to the status of a Collegiate Institute. To date from the first day of January, 1902. (Approved 22nd Feb., 1902).

3. Miss M. E. Butterworth appointed first female teacher in the Girls' Model School, Ottawa, and Miss A. G. Hanahoe appointed one of the teachers in the same school. (Approved 21st March, 1902).

4. High School established in the town of North Bay. To date from the first day of January, 1902. (Approved 21st March, 1902).

5. High School established in the town of Sault Ste. Marie. To date from the first day of January, 1902. (Approved 18th April, 1902).

6. Mr. Edward J. McLaughlin appointed janitor of the Boys' Model School, Ottawa. (Approved 23rd April, 1902).

7. Miss D. Livingstone appointed teacher in domestic science for the Ottawa Normal School. (Approved 8th May, 1902).

8. Agreement with the George N. Morang Co., Limited, respecting the following books: "A Modern Pronic Primer," "Our Home and Its Surroundings, a first book of Geography" and "A Modern English Grammar." (Approved 15th May, 1902).

9. Miss Eleanor D. Odium, B.A., granted the standing of a Specialist in Moderns and History on passing the requirements of the Normal College examination. (Approved 4th June, 1902).

10. Regulations pertaining to School Libraries. (Approved 16th July, 1902).

11. Agreement amending agreement approved 15th May, 1902, with George N. Morang & Co., Limited, respecting "Our Home and Its Surroundings, a first book of Geography." (Approved 25th July, 1902).

12. Agreement with the Hunter, Rose Co., Limited, respecting "The High School Euclid, Euclid's Elements, Books I., II., III." by A. C. McKay, B.A., and R. A. Thompson, B.A. (Approved 7th August, 1902).

13. Mr. J. H. Putnam appointed Head Master and Mr. F. A. Jones appointed as assistant teacher (subject to two years' successful teaching) in the Model School, Ottawa. (Approved 14th Aug., 1902).

14. High School of the town of Toronto Junction raised to the status of a Collegiate Institute. (Approved 14th Aug., 1902).

15. Miss F. M. Taylor appointed assistant teacher in Provincial Model School, Toronto. To date from 1st September, 1902.

16. Text-books to be in circulation for at least six months before application for authorization. (Approved 11th Oct., 1902).

17. Albert H. Leake appointed Inspector of Technical Schools. (Approved 25th Oct., 1902).

18. Agreements with The Canada Publishing Co., Limited, The Copp Clark Co., Limited, and The W. J. Gage Co., Limited, respectively, regarding "The Public School Phonic Primer, Canadian Edition." (Approved 12 Nov., 1902).

19. Mr. Jas. F. White, Inspector of Separate Schools, appointed Principal of the Normal School, Ottawa, such appointment to take effect from 1st January, 1903. (Approved 11th Dec., 1902).

20. Mr. John Francis Power, M.A., appointed one of the Inspectors of Separate Schools, his services to begin on 1st January, 1903. (Approved 11th Dec., 1902).

III. MINUTES OF THE DEPARTMENT.

1. James B. McDougall, B.A., granted a temporary certificate as Principal of the High School, North Bay, valid for two years. (Approved 6th May, 1902).

2. Leslie Arnold Green, B.A., granted a temporary certificate as Principal of the High School, Sault Ste. Marie, valid for two years. (Approved 3rd June, 1902).

3. Domestic Science certificates awarded. (Approved 26th Aug., 1902).

4. Domestic Science certificates awarded to candidates from Toronto Technical School. (Approved 9th Sept., 1902).

APPENDIX F.—TECHNICAL EDUCATION—PUBLIC AND FREE LIBRARIES, ART SCHOOLS, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

Report of S. P. May, M.D., C.L.H., Superintendent of Public Libraries, Art Schools, Etc.

Sir,—I have the honor to submit herewith my report on the Public and Free Libraries, Art Schools, and Scientific Institutions receiving a share of the Government Grant, in the Province of Ontario:—

The change in the Act and Regulations requiring annual Reports from Public Libraries to be made up to the end of each calendar year has proved to be very satisfactory.

The present Report is for the year ending 31st December, 1901.

Since my last Report (1900) there has been a large increase in the number of Public Libraries entitled to claim a share of the Government grant, and although the Legislative appropriation was increased last year, it was necessary to take off a pro rata reduction of twenty per cent. from every library.

The Public Libraries now in operation are as follows:—

Public Libraries (free) which reported for 1901.....	132
*Public Libraries (not free) which reported for 1901.....	283
Public Libraries which did not report for 1901.....	27
Public Libraries incorporated in 1902 up to 1st December	35

Total number of Libraries up to 1st Dec., 1902..... 477

The total number of books issued from 415 Libraries was 2,668,361.

The following Public Libraries did not report: Alvinston, Athens, Bognor, Brougham, Cold Springs, Courtwright, Dawson, Delora, Enterprise, Forks of the Credit, Gore Bay, Hastings, Holland Centre, Horning's Mills, Kearney, King, Linwood, Mono Centre, Morewood, Pelee Island, Tamworth, Tilbury E., Tweed, Violet Hill, Webbwood, Winchester, Winchester Springs.—27.

The following Public Libraries have been incorporated since 1st January, 1902: Abingdon, Addison, Battersea, Burrit's Rapids, Cache Bay, Farran's Point, Forester's Falls, Glamis, Goulais Bay, Grantley, Harrow-smith, Havelock, Hillsdale, Honeywood, Inwood, Jasper, Jerseyville, Keswick, Lefroy, Lorne Park, Maitland, Marlbank, Moose Creek, Newboro', Norland, Orrville, Osnabruck Centre, Petrolea, Severn Bridge, Thornton, Victoria Mines, Vienna, Wolfe Island, Yarker.—35.

I inspected the following Public and Free Libraries during the year 1902: Alton, Alliston, Ancaster, Angus, Arthur, Auburn, Atwood, Avonmore, Badjeros, Barrie, Beeton, Belfountain, Berwick, Beachville, Beaver-ton, Bervie, Blenheim, Bloomsburg, Blyth, Bradford, Brussels, Brucefield, Brigden, Bunyan, Burnstown, Calabogie, Carleton Place, Cardinal, Canfield, Cayuga, Caledonia, Chesley, Cheltenham, Chatham, Chesterville, Clinton, Clifford, Claude, Clarksburg, Coldwater, Cookstown, Cornwall, Crysler, Dromore, Dundela, Dundas, Dundalk, Elmwood, Elmvale, Embro, Ethel, Fever-sham, Finch, Forest, Forks of the Credit, Fordwich, Flesherton, George-town, Goderich, Gorrie, Hamilton, Harriston, Harrow, Hanover, Hagersville, Holstein, Holywood, Holland Centre, Inglewood, Iroquois, Inkerman, Kemble, King, Kingston, Kirkfield, Kincardine, Lanark, Listowel, Lucknow, Lynden, Matilda, Mount Albert, Maple, Mount Brydges, Mount Forest, Meaford, Markdale, Maxwell, McDonald's Corners, Monckton, Morewood, Mildmay, Mississippi, Middleville, Midland, Morrisburg, Newington, New Lowell, New Hamburg, Orangeville, Orillia, Owen Sound, Ottawa, Paisley, Palmerston, Penetang, Port Dover, Port Elgin, Point Edward, Primrose, Princeton, Renfrew, Richmond Hill, Ripley, Riversdale, Rosemont, Seaforth, St. Helen's, St. Thomas, Streetsville, Stouffville, Stratford, Sarnia, Simcoe, Smith's Falls, Smithville, Stayner, Shakespeare, Southampton, Stoney Creek, Tavistock, Thornhill, Tilsonburg, Teeswater, Thornbury, Tottenham, Uxbridge, Violet Hill, Walton, Walkerton, Winchester, Wingham, Woodville, Wroxeter, York, Zephyr.

I found a great improvement in many of the Libraries I inspected. The members of Library Boards are, as a rule, painstaking and careful in selecting new books, and are desirous to conform with the regulations of the Department. The Readers' Card system, which I introduced for boys and girls about three years ago, is becoming quite popular and successful. These cards, for the use of from 10 to 25 books, are sold at 5 cts. and 10 cts. each. The parents or the teachers being responsible for the return of the books. In a few Libraries they have done away with membership fees, as they get a larger revenue from the sale of Readers' Cards, and, of course, issue a much larger number of books.

*Ottawa Public Library has since been closed.

I always endeavor to show representatives of Libraries when I meet them the importance of educating our young people after they leave school by providing them with books which will give them information on subjects appertaining to the trades or professions they intend taking up in after life.

Several new Library buildings are being erected in different parts of the Province with funds given by Mr. Carnegie. It will be remembered that every municipal council applying for a donation from Mr. Carnegie is compelled to pass a resolution that the city, town, or village will expend annually for maintenance a sum equal to ten per cent. of his donation. In many quarters the view prevails that a preferable plan would be for municipal councils to raise money for Public Library buildings by debentures, so that the municipality would own its own buildings.

I also visited or met representatives of the following Art Schools, Scientific Institutes, etc., during the year: Hamilton Art School, Kingston Art School, London Art School, Ottawa Art School, St. Thomas Art School, Hamilton Literary and Scientific Society, Ottawa Field Naturalists' Club, Ottawa French-Canadian Scientific Society, Ottawa St. Patrick's Literary Association, Ottawa Literary and Scientific Association, Ottawa University Scientific Society.

London and Ottawa Art Schools are temporarily closed. For information on Art Schools and Scientific Institutions, see separate Reports under their respective headings.

The following table shows the locality of every Public and Free Library in the Province up to the 1st December, 1902.

FREE AND PUBLIC LIBRARIES.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Addington.....	Camden, East.	Bruce.....	Hepworth.
".....	Enterprise.	".....	Holyrood.
".....	Napanee Mills (Strathcona PO)	".....	Kincardine.
".....	Newburgh.	".....	Lion's Head.
".....	Tamworth.	".....	Lucknow.
".....	Yarker.	".....	Mildmay.
Algoma.....	Bruce Mines.	".....	Paisley.
".....	Chapleau.	".....	Pinkerton.
".....	Goulais Bay.	".....	Port Elgin.
".....	Marksville.	".....	Ripley.
".....	Nairn Centre.	".....	Riversdale.
".....	Ophir.	".....	Southampton.
".....	Port Arthur.	".....	Teeswater.
".....	Rat Portage.	".....	Tara.
".....	Sault Ste. Marie.	".....	Tiverton.
".....	Schreiber.	".....	Urderwood.
".....	Thessalon.	".....	Walkerton.
".....	Victoria Mines.	".....	Westwood.
".....	Webbwood.	".....	Wiaraton.
Brant.....	Brantford.	Carleton.....	Carp.
".....	Burford.	".....	Dawson.
".....	Glenmorris.	".....	Kars.
".....	New Durham.	".....	Kinburn.
".....	Paris.	".....	Manotick.
".....	Scotland.	".....	Metcalfe.
".....	St. George.	".....	Munster.
Bruce.....	Bervie.	".....	North Gower.
".....	Cargill.	".....	*Ottawa.
".....	Chesley.	".....	Richmond.
".....	Elmwood.	Dufferin.....	Grand Valley.
".....	Glamis.	".....	Honeywood.

* A public library was incorporated in Ottawa in 1901, but it was subsequently closed.

FREE AND PUBLIC LIBRARIES.—*Continued.*

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Dufferin.....	Horning's Mills.	Grey	Kemble.
"	Melancthon.	"	Hanover.
"	Mono Centre.	"	Lake Charles.
"	Orangeville.	"	Markdale.
"	Primrose.	"	Meaford.
"	Rosemont.	"	Maxwell and Feversham.
"	Shelburne.	"	Owen Sound.
"	Violet Hill.	"	Shallow Lake.
Dundas	Chesterville.	"	Thornbury.
"	Dundela.	Haliburton	Haliburton.
"	Grantley.	"	Minden.
"	Inkerman.	Haldimand	Caledonia.
"	Iroquois.	"	Canfield.
"	Matilda (Iroquois P.O.)	"	Cayuga.
"	Morewood.	"	Cheapside.
"	Morrisburg.	"	Dufferin (Clanbrassil P.O.)
"	Winchester.	"	Dunnville.
"	Winchester Springs.	"	Hagersville.
Durham.....	Bowmanville.	"	Jarvis.
"	Millbrook.	"	Nanticoke.
"	Orono.	"	Victoria (Caledonia P.O.)
"	Port Hope.	"	York.
Elgin	Aylmer.	Halton,	Acton.
"	Bayham.	"	Burlington.
"	Dutton.	"	Georgetown.
"	Port Burwell.	"	Milton.
"	Port Stanley.	"	Oakville.
"	Rodney.	Hastings.....	Bancroft.
"	St. Thomas.	"	Belleville.
"	Shedden.	"	Delora.
"	Sparta.	"	Deseronto.
"	Springfield.	"	Madoc.
"	Vienna.	"	Marlbank.
"	West Lorne.	"	Trenton.
Essex	Amherstburg.	"	Tweed.
"	Comber.	Huron.....	Auburn.
"	Essex.	"	Brucefield.
"	Harrow.	"	Blyth.
"	Kingsville.	"	Brussels.
"	Leamington.	"	Clinton.
"	Pelee Island.	"	Dungannon.
"	Windsor.	"	Ethel.
Frontenac.....	Battersea.	"	Exeter.
"	Garden Island.	"	Fordwich.
"	Harrowsmith.	"	Goderich.
"	Kingston.	"	Gorrie.
"	Mississippi.	"	Hensall.
"	Wolfe Island.	"	Molesworth.
Glengarry.....	Lancaster.	"	Seaforth.
"	Williamstown.	"	St. Helens.
Grenville	Algonquin.	"	Walton.
"	Burrit's Rapids.	"	Wingham.
"	Cardinal.	"	Wroxeter.
"	Easton's Corners.	"	Blenheim.
"	Jasper.	Kent,	Bothwell.
"	Kemptville.	"	Chatham.
"	Maitland.	"	Dresden.
"	Merrickville.	"	Duart.
"	North Augusta.	"	Highgate.
"	Oxford Mills.	"	Tilbury.
"	Prescott.	"	Tilbury E. (Violetta P.O.)
"	Spencerville.	"	Ridgetown.
Grey,	Badjeros.	"	Romney.
"	Bognor.	"	Thamesville.
"	Chatsworth.	"	Wallaceburg.
"	Clarksburg.	"	Wheatley.
"	Dromore.	Lambton.....	Arkona.
"	Durham.	"	Aberarder.
"	Dundalk.	"	Alvinston.
"	Flesherton.	"	Brigden.
"	Holland Centre.	"	Bunyan.
"	Holstein.	"	Copleston.

FREE AND PUBLIC LIBRARIES.—*Continued.*

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Lambton	Courtwright.	Northumberland ..	Gold Springs.
"	Forest.	" ..	Colborne.
"	Inwood.	" ..	Fenella.
"	Oil Springs.	" ..	Gore's Landing.
"	Petrolia.	" ..	Warkworth.
"	Point Edward.	Ontario	Beaverton.
"	Sarnia.	"	Brooklin.
"	Thedford.	"	Brougham.
"	Watford.	"	Cannington.
"	Wyoming.	"	Claremont.
Lanark	Allan's Mills.	"	Oshawa.
"	Almonte.	"	Pickering.
"	Carleton Place.	"	Port Perry.
"	Dalhousie.	"	Sunderland.
"	Lanark.	"	Uxbridge.
"	Middleville.	"	Whitby.
"	Pakenham.	"	Zephyr.
"	Perth.	Oxford	Beachville.
"	Smith's Falls.	"	Drumbo.
Leeds	Addison.	"	Embro.
"	Athens.	"	Harrington.
"	Brockville.	"	Ingersoll.
"	Gananoque.	"	Kintore.
"	Mallorytown.	"	Plattsville.
"	Newboro'.	"	Norwich.
Lennox	Odessa.	"	Oterville.
"	Napanee.	"	Princeton.
Lincoln	Abingdon.	"	Tavistock.
"	Beamsville.	"	Tilsonburg.
"	Caistorville.	"	Thamesford.
"	Grantham (St Catharines P.O.)	"	Woodstock.
"	Merritton.	Parry Sound	Burk's Falls.
"	Grimsby.	"	Emsdale.
"	Niagara.	"	Kearney.
"	Smithville.	"	Orrville.
"	St. Catharines.	"	Parry Sound.
Manitoulin I.	Gore Bay.	"	Powassan.
"	Little Current.	"	Rosseau.
"	Manitowaning.	"	South River.
Middlesex	Ailsa Craig.	"	Sprucedale.
"	Pelmont.	"	Sundridge.
"	Coldstream.	"	Trout Creek.
"	Dorchester.	Peel	Alton.
"	Glencoe.	"	Pelfountain.
"	London.	"	Bolton.
"	Lucan.	"	Brampton.
"	Melbourne.	"	Caledon.
"	Mt. Bridges.	"	Cheltenham.
"	Newbury.	"	Claude.
"	Parkhill.	"	Forks of the Credit.
"	Strathroy.	"	Inglewood.
"	Wardsville.	"	Lorne Park.
Muskoka	Bracebridge.	"	Moro Road.
"	Baysville.	"	Mono Mills.
"	Gravenhurst.	"	Port Credit.
"	Huntsville.	"	Streetsville.
"	Port Carling.	Perth	Atwood.
"	Severn Bridge.	"	Listowel.
Nipissing	Copper Cliff.	"	Milverton.
"	Cache Bay.	"	Monkton.
"	Haileybury.	"	Mitchell.
"	North Bay.	"	Shakespeare.
"	Thornloe.	"	St. Mary's.
Norfolk	Bloomsburg.	"	Stratford.
Norfolk	Delhi.	Peterborough	Hastings.
"	Port Dover.	"	Havelock.
"	Port Rowan.	"	Lakefield.
"	Simcoe.	"	Norwood.
"	Waterford.	"	Peterborough.
Northumberland ..	Brighton.	Prescott	Varckleekhill).
"	Campbellford.	Prince Edward I.	Bloomfield.
"	Cobourg.	"	Picton.

FREE AND PUBLIC LIBRARIES.—*Concluded.*

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Rainy River.	Dryden.	Waterloo	New Dundee.
"	Fort Francis.	"	New Hamburg.
Renfrew.	Adamston.	"	Preston.
"	Arnprior.	"	Waterloo.
"	Burrows.	"	Wellesley.
"	Calabogie.	Welland.	Bridgeburg.
"	Cobden.	"	Ponthill.
"	Douglas.	"	Fort Erie.
"	Forester's Falls.	"	Niagara Falls.
"	Pembroke.	"	Niagara Falls South.
"	Renfrew.	"	Port Colborne.
"	White Lake.	"	Ridgeway.
Russell.	Russell.	"	Thorold.
"	Vars.	Wellington.	Welland.
Stormont.	Avonmore.	"	Alma.
"	Berwick.	"	Arthur.
"	Cornwall.	"	Bellwood.
"	Crysler.	"	Clifford.
"	Farran's Point.	"	Drayton.
"	Finch.	"	Elora.
"	Moose Creek.	"	Erin.
"	Newington.	"	Ennotville.
"	Osnabrock Centre.	"	Fergus.
"	Wales.	"	Glen Allen.
Simcoe.	Aliston.	"	Guelph.
"	Angus.	"	Harriston.
"	Barrie.	"	Hillsburg.
"	Beeton.	"	Morrison.
"	Bradford.	"	Mount Forest.
"	Coldwater.	"	Palmerston.
"	Collingwood.	"	Rockwood.
"	Cookstown.	Wentworth.	Ancaster.
"	Creemore.	"	Rinbrook.
"	Elmvale.	"	Dundas.
"	Hillsdale.	"	Freelton.
"	Lefroy.	"	Hamilton.
"	Midland.	"	Jerseyville.
"	Orillia.	"	Mill Grove.
"	Penetanguishene.	"	Lynden.
"	Stayner.	"	Saltfleet (Stony Creek P. O.)
"	Sunnidale (New Lowell P. O.)	"	Waterdown.
"	Thornton.	York.	Aurora.
Victoria.	Tottenham.	"	Bracondale.
"	Bobcaygeon.	"	Don.
"	Cambray.	"	Highland Creek.
"	Fenelon Falls.	"	Islington.
"	Kinmount.	"	Keswick.
"	Kirkfield.	"	King.
"	Little Britain.	"	Maple.
"	Lindsay.	"	Markham.
"	Manilla.	"	Mount Albert.
"	Norland.	"	Newmarket.
"	Oakwood.	"	Queensville.
"	Omeme.	"	Richmond Hill.
"	Woodville.	"	Scarboro.
Waterloo	Ayr.	"	Stouffville.
"	Baden.	"	Thornhill.
"	Berlin.	"	Toronto.
"	Elmira.	"	Toronto Junction.
"	Flora Dale.	"	Unionville.
Waterloo	Galt.	"	Vandorf.
"	Hawkesville.	"	Weston.
"	Hespeler.	"	Woodbridge.
"	Linwood.		

The above list may be classified as follows:—

Public Libraries reporting.....	283
Free Libraries reporting	132
Public Libraries not reporting	22
Free Libraries not reporting	5

Public Libraries incorporated since 31st December, 1901

35

Total

477

I. PUBLIC LIBRARIES (NOT FREE).

The following extracts are taken from the annual reports for the year ending 31st December, 1901. (For details see table A).

1. Classification of Public Libraries Reporting.

Public Libraries, with evening classes.....	1
“ with reading rooms.....	109
“ without reading rooms.....	173
Total.....	<u>283</u>

2. Public Libraries—Receipts and Balances on hand.

The total receipts of 283 Public Libraries was....	\$90,241 61
Balances on hand.....	6,729 94

3. Public Libraries—Expenditure.

The total expenditure of 283 Public Libraries was. \$83,511 67

4. Public Libraries—Assets and Liabilities.

Assets of 283 Public Libraries.....	\$407,298 60
Liabilities of 283 Public Libraries.....	25,676 87

5. Number of Members in Public Libraries.

283 Public Libraries have 36,814 members.

6. No. of Volumes in Public Libraries and No. of Volumes Issued.

Number of volumes in 283 Libraries.....	505,544
Number of volumes issued in 283 Libraries.....	792,506

7. Reading Rooms in Public Libraries.

110 Libraries reporting have reading rooms.

*11 Libraries reported having periodicals for circulation.

121 Libraries subscribed for 2,488 newspapers and periodicals.

8. Evening Classes in Public Libraries.

One Library had 19 pupils in the drawing courses.

* A circular was recently issued by the Department giving Libraries without Reading Rooms the privilege of purchasing magazines for circulation, the same as books.

35	Bobaeygon	87 88	43 50	33 60	50 00	16 15	231 13	209 56	21 57	84	2 128	2 556	21	1 857 84
36	Bolton	72 50	73 40	25 00	44 82	215 72	215 72	215 72	3 25	145	2 719	4 719	16	1 625 50
37	Bowmanville	7 22	130 60	141 00	150 00	183 15	611 97	608 72	56 29	116	3 291	6 546	44	3 410 18
38	Bracondale	22 53	29 00	160 00	25 00	56 38	292 91	236 62	103 10	146	1 152	1 882		7 000 18
39	Bradford	42	40 05	103 50	50 00	5 05	104 72	103 10	1 62	182	2 072	3 208		1 671 40
40	Bridgeburg		43 25	103 50	50 00		196 75	193 30	3 45	103	912	3 230		540 00
41	Bridgen		40 50	133 60	50 00	216 42	256 92	231 51	25 41	133	518	233 92		208 51
42	Brooklin	8 29	33 50	133 60	50 00	80 00	305 36	300 83	4 56	166	1 806	3 170	4	1 084 10
43	Bruckfield		89 00		15 00	123 34	227 34	219 52	7 82	121	328	684		223 34
44	Bruce Mines		283 10			125 75	361 85	47 22	317 63	156	384	50	19	336 97
45	Bunyan	9 81	22 00			165 26	197 07	146 46	50 61	100	371	587		208 0
46	Burford	16 69	80 65	130 80		155 59	383 73	376 00	7 73	105	1 644	2 716	20	1 222 64
47	Burlington	33 57	55 00	93 00	25 00	131 75	338 82	311 75	26 57	110	2 075	5 136	9	1 612 57
48	Caistorville		44 75	117 94	10 00		172 69	160 99	11 70	105	373	1 009		293 73
49	Calabogie	4 09				4 09		4 09			247			132 03
50	Cambray	34	18 00	80 40	50 00	10	148 84	136 15	12 69	134	690	1 942		481 67
51	Campbellford	8 20	96 35	130 90	140 00	30 00	405 45	404 83	62	181	3 975	4 359	20	2 125 00
52	Canfield		96 60			140 00	235 00	221 06	14 94	102	278	182		234 52
53	Cannington		51 40	94 60	75 00	25	221 25	218 05	3 20	105	2 136	2 120	21	1 749 74
54	Carroll	69 47	27 75	160 00	15 00	1 50	273 72	246 28	27 44	111	1 519	2 502		1 061 21
55	Carp	33 77	50 00	181 25			165 02	153 85	11 17	102	1 108	1 855		625 00
56	Chapleau	1 07	48 00	143 70		204 00	445 72	435 54	10 18	119	1 738	1 298	19	1 400 70
57	Chatsworth		46 00	44 40		34 04	126 44	126 44		103	2 440	3 924	10	1 692 98
58	Cheapside	11 18	20 32	67 30			98 80	78 30	20 50	104	1 354	1 107		929 69
59	Cheltenham	31 78	17 00	78 90	15 00	200 00	327 68	323 04	4 64	114	2 431	1 298		2 101 92
60	Clarmont	27 50	114 90			59 22	196 62	196 62		108	2 151	1 824		1 565 88
61	Clarksburg	21 75	21 75	15 30			59 22	58 31	95	147	1 017	1 992		955 26
62	Claude	29 68	25 00	78 25			132 93	85 82	47 11	107	2 688	2 093		1 800 00
63	Colben		52 00	136 50			273 02	232 63	40 39	111	473	1 347		310 79
64	Colburn	1 99	242 75	166 40	100 00	84 52	143 49	654 63	9 13	280	3 395	10 740	38	2 100 00
65	Colborne	2 82	44 25	100 00		100 02	247 09	645 50		113	1 662	1 588	14	975 00
66	Coldstream	8 68	43 75	90 80	10 00	105 14	258 37	223 07	35 30	107	1 410	2 399	23	712 00
67	Coldwater	16 45	65 50	174 60		277 40	538 95	533 61	34	133	1 555	2 006	23	1 077 25
68	Comber	20 62	50 00	190 80	75 00		336 42	306 55	29 87	100	1 691	2 802	20	1 025 00
69	Cookstown		18 25	91 30	18 00	114 18	241 73	241 73		106	1 330	3 950		798 31
70	Crysler		23 25			200 00	223 25	214 00	9 25	105	328	80		200 16
71	Dorchester	17 74	17 00	88 40		41 53	164 67	124 14	40 53	112	865	880		214 75
72	Douglas	7 85	26 75	70 90		4 35	109 15	107 37	1 78	107	914	1 743		712 16
73	Dresden	9 70	59 20	158 50	25 00	163 18	415 58	410 98	4 60	132	1 511	3 666		597 64
74	Dromore		40 00			200 00	240 00	222 05	17 95	146	375	265		1 004 68
75	Drumro	16 27	58 00	160 00	10 00	43 85	288 12	257 23	30 89	108	588	2 385		157 18
76	Dryden	10 92	31 35	116 40		25 75	184 42	178 51	5 91	45	690	1 347		200 00
77	Duart	34 99	25 25	150 30	25 00		351 27	343 34	7 93	101	2 568	1 860		413 38
78	Dufferin (Clanbrasil P.O.)	86 00				115 73	86 00	25 00	61 00		1 231	555		543 76
79	Dundalk	4 66	25 60	80 70	75 00	47 24	233 20	233 20	10	130	1 263	3 655		1 793 09
80	Dundas	26 08	190 00	160 00	300 00	161 92	838 00	831 79	6 21	225	7 342	5 941	42	955 38
81	Duncella	75	4 00	25 00		87 91	117 66	111 91	5 75	112	347	430		1 800 00
82	Dunannon	39 75	26 75	82 65	25 00	107 30	281 45	272 84	8 61	105	1 564	2 154	13	6 044 69
83	Dunville	12 39	51 00	111 25	50 00	68 74	293 38	263 69	29 69	120	3 272	6 828	2	153 00
														87 91
														100 00
														185 30
														87 91
														179 69
														68 74

TABLE A.—Receipts, Expenditure, Assets and Liabilities, etc., of Public Libraries (not Free) for the year ending 31st December, 1901.—Continued.

No.	Public Libraries.	Receipts.					Total receipts.			Balance on hand.	Number of members.	Number of volumes in Library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Balance from previous year.	Members' fees.	Legislative grant.	Municipal grant.	Other sources.	c.	\$	c.							
84	Durham	64 85	97 31	88 40	.....	6 80	257 36	226 12	31 24	109	4,013	3,650	21	4,000 00	.....	c.
85	Easton's Corners	85 48	14 30	46 00	.....	40	96 18	72 60	23 58	101	2,769	734	18	725 66	.....	\$
86	Elmira	20	75 50	116 45	25 00	77 97	295 12	424 01	1 08	126	2,759	2,415	.....	1,974 43	30 00	
87	Elmvale	7 59	49 62	160 00	.....	209 34	496 55	295 63	.....	124	1,421	2,485	.....	809 83	246 78	
88	Elmwood	.....	85 14	.....	15 00	202 36	302 50	259 50	43 00	103	4,475	1,709	22	225 77	200 00	
89	Elora	136 20	127 30	.....	110 20	183 44	557 74	557 74	.....	113	9,048	4,776	22	8,250 00	141 45	
90	Embro	30 24	114 20	25 00	25 00	.....	248 44	248 15	29	145	4,820	4,518	12	3,997 33	.....
91	Emsdale	10 22	18 90	120 00	10 00	2 51	161 62	141 80	19 82	102	759	598	.....	567 50	147 72	
92	Ennottville	59 76	22 75	104 00	25 00	38 80	250 31	218 68	31 63	165	2,755	1,186	.....	2,230 00	.....
93	Essex	.....	64 55	141 40	150 00	179 33	535 28	532 48	2 80	134	2,610	3,122	24	2,334 13	115 37	
94	Ethel	46 60	9 75	50 10	.....	4 02	155 47	136 02	19 45	171	1,472	1,854	.....	974 41	.....
95	Fenella	30 57	21 20	32 65	.....	.....	84 42	78 27	6 15	106	581	476	.....	247 60	.....
96	Fenelon Falls	.....	97 50	46 20	100 00	187 29	438 71	424 69	14 02	151	3,449	8,101	32	2,540 00	207 84	
97	Fergus	8 54	80 00	113 75	50 00	214 83	267 36	267 36	.....	127	4,721	3,859	18	5,770 00	92	
98	Finch	.....	64 00	.....	.....	132 01	261 87	243 71	52 53	139	413	859	.....	272 81	218 53	
99	Flesherton	4 86	55 00	.....	.....	.....	129 25	127 78	8 16	109	1,431	1,325	.....	600 00	181 21	
100	Floralda	10 20	32 25	86 80	.....	64 31	139 25	127 78	1 47	131	1,979	1,829	.....	997 24	.....
101	Fonthill	8 12	46 75	171 90	50 00	.....	341 08	312 71	28 37	102	2,612	2,851	24	2,379 45	50 00	
102	Fort Erie	15 62	30 60	115 10	35 00	60	196 92	148 30	48 62	104	2,612	2,851	.....	1,668 92	7 00	
103	Fort Francis	.....	84 60	149 10	50 00	47 41	331 11	331 11	.....	106	894	1,316	22	985 00	10 11	
104	Freelton	2 20	31 50	78 40	.....	33 30	144 40	144 40	.....	130	274	933	.....	252 32	46 41	
105	Gananoque	.....	263 00	118 00	250 00	10 33	641 33	571 94	66 39	173	2,930	9,493	19	2,280 00	115 00	
106	Glen Allan	1 32	13 50	70 75	15 00	51 50	152 07	146 54	5 53	103	999	1,082	.....	750 32	56 77	
107	Glen Morris	4 04	30 30	109 00	50 00	.....	193 34	189 59	3 75	100	2,264	1,281	15	1,785 00	.....
108	Gore's Landing	7 43	23 10	99 70	.....	117 26	247 49	247 49	.....	126	751	941	.....	676 02	38 48	
109	Gorrie	.....	14 65	85 40	15 00	.....	115 05	114 48	57	156	1,900	2,251	.....	1,477 86	.....
110	Halleybury	8 95	1 50	36 75	.....	2 20	49 40	43 65	5 75	139	227	315	.....	125 43	80	
111	Haliburton	13	25 00	71 45	25 00	28 79	150 37	141 95	8 42	100	515	1,378	.....	271 03	.....
112	Hanover	49	26 35	126 40	49	49 05	202 29	196 49	5 80	146	653	2,194	.....	483 80	43 75	
113	Harrington	17 89	41 00	.....	.....	80 00	138 89	135 21	3 68	102	1,269	1,269	.....	600 00	80 00	
114	Harrow	19 53	39 00	117 75	50 00	104 33	330 61	199 06	131 53	109	936	2,322	.....	423 70	102 08	
115	Hawkesville	7 16	16 15	87 00	.....	81 19	141 50	134 51	6 99	106	769	1,248	.....	356 91	.....
116	Hensall	53 35	51 10	33 40	40 00	125 00	302 85	293 97	8 88	141	1,042	3,314	.....	751 56	125 00	
117	Hepworth	.....	24 00	35 00	30 00	10 26	99 26	99 26	.....	108	1,932	1,465	.....	537 00	4 06	

	19	26 50	160 00	25 00	72 96	284 45	248 55	36 10	107	1,202	4,725	56	1,040 00	200 02
118 Highgate.....	19	26 50	160 00	25 00	72 96	284 45	248 55	36 10	107	1,202	4,725	56	1,040 00	200 02
119 Highland Creek		21 00	44 00	.....	40 00	108 00	79 31	25 69	107	1,513	1,267 46		1,267 46	
120 Hillsburg		58 30	160 00	.....	44 78	263 08	263 08	25 69	126	926	1,978		725 00	201 20
121 Holsten		42 00	.....	.....	200 00	242 00	200 95	41 05	139	424	1,32		241 05	200 00
122 Huntsville	5 30	84 00	160 00	200 00	56 07	506 37	506 37	7 57	139	2,622	7,769	21	1,760 00	46 56
123 Logwood	4 52	11 90	62 00	.....	68 56	137 18	129 61	7 57	105	1,750	4,175		1,365 79	37 56
124 Inkerman		25 00	25 00	.....	7 50	32 50	32 50	2 46	149	1,382	1,727	8	707 00	166 00
125 I-ington	01	42 00	60 70	10 00	4 00	116 71	114 25	2 46	149	2,868	3,258	20	1,255 00	
126 Jarvis	12 15	92 70	1,2 60	.....	23 80	281 25	248 37	32 88	109	1,616	1,818		998 16	
127 Kars	11 43	21 50	87 10	.....	7 73	128 16	122 66	5 50	101	1,616	1,818		998 16	
128 Kembre	6 61	34 50	160 00	.....	313 0	514 13	514 13	.....	120	8 8	1,873		545 01	322 52
129 Kinburn	3 00	118 58	89 10	.....	107 60	238 13	238 13	55	155	1,529	1,740		971 52	84 00
130 Kincardine		200 00	126 50	.....	150 91	566 29	548 29	18 00	179	4,477	9,784	30	3,598 00	50 91
131 Kingston	3 87	310 85	200 00	300 00	75 61	890 32	872 55	17 77	340	6,851	18,974	57	6,350 00	176 64
132 Kintore	11 00	160 00	160 00	50 00	93 85	348 73	340 22	8 51	107	1,357	2,475		1,068 25	76 66
133 Kintore	8 51	27 75	132 25	50 00	21 25	85 10	78 65	7 35	42	685	932		500 00	
134 Kirkfield	118 58	33 15	188 25	50 00	30 61	255 15	244 53	10 62	125	1,314	1,735	16	813 40	
135 Lake Charles	3 50	37 75	132 25	50 00	47 36	156 54	151 38	5 16	104	1,999	1,836		1,354 79	47 36
136 Lion's Head	25 00	151 60	76 80	50 00	144 16	338 85	356 06	32 79	100	1,633	1,670	20	1,497 12	95 47
137 Little Britain	23 99	20 10	151 60	75 00	25 00	160 36	110 35	50 01	109	2,142	6,554		1,896 00	
138 Lucan	34 56	25 80	76 80	20 00	6 00	167 55	143 69	23 86	110	1,251	2,010		691 56	
139 Lynden	30 70	90 50	160 00	50 00	101 76	402 26	385 06	17 20	182	885	5,600	17	581 14	224 50
140 Madoc	2 65	38 00	160 00	50 00	11 88	200 65	198 00	2 65	100	1,392	2,238		931 00	
141 Mallorytown	28 80	19 15	131 70	10 00	11 18	241 53	235 83	5 70	108	2,117	1,782		1,472 05	45 39
142 Manilla	12 66	25 10	137 80	10 00	11 18	216 74	214 22	2 52	70	943	70		610 00	
143 Manitowaning	5 01	38 10	48 50	.....	119 38	228 08	228 08	49	108	1,739	2,520		1,172 40	
144 Manotick	1 27	15 73	50 60	.....	157 85	282 42	278 52	3 90	102	564	1,032		416 68	70 58
145 Maple	11 87	54 50	54 20	20 00	47 27	211 27	211 27	10 14	98	2,946	5,273		2,090 00	156 00
146 Markham	26 93	24 70	68 00	.....	40 00	323 42	323 42	1 05	154	2,638	3,965	19	2,036 67	40 00
147 Matilda (Ir. quois P.O.)		164 00	.....	40 00	68 10	251 58	251 58	13 50	101	1,025	1,013		516 00	154 93
148 Maxwell & Feversham	33	81 39	133 60	40 00	154 9	166 30	162 80	33 50	108	1,884	1,166		625 00	126 18
149 Meaford	8 70	27 00	94 10	.....	92 05	200 00	200 00	23 50	152	589	1,152		420 00	200 00
150 Melancton		38 50	38 55	.....	200 01	225 01	200 01	35 10	174	1,63	1,161		200 00	200 00
151 Melancton		25 00	122 10	20 00	118 01	392 75	322 02	73	139	1,63	2,19		870 5	118 04
152 Melbourne	44 51	18 00	150 00	.....	137 85	197 85	197 85	19 31	127	441	2,068	8	254 22	34 56
153 Metcalfe		11 75	150 00	.....	105 86	245 96	245 96	19 31	149	3,76	4,451	12	4,300 00	72 27
154 Midway		54 30	85 80	.....	108 83	159 14	159 14	131 97	107	823	1,815		730 27	84 28
155 Millgrove	17 71	27 50	78 10	25 00	203 12	334 81	202 24	131 97	105	813	706		470 00	202 84
156 Milton	10 46	14 13	107 10	.....	151 47	223 47	223 47	1 47	144	1,240	240		200 00	150 00
157 Missisippi		12 00	160 00	15 00	212 23	417 82	416 31	1 51	104	1,240	1,726		864 11	219 00
158 Molew rth	4 99	25 60	160 00	.....	212 23	35 66	16 19	19 47	4	576	268 88		268 88	
159 Monkton	32 53	30 00	40 67	.....	20 62	91 29	91 29	.....	100	1,834	3,330		1,700 00	66 29
160 Mono Mills		131 50	101 40	75 00	80 34	388 24	388 24	.....	122	2,366	3,659	23	1,275 00	50 00
161 Mono Road		36 25	26 00	.....	45 50	120 11	111 43	8 62	104	1,181	2,256		685 86	
162 Morrisburg	12 36	23 55	68 80	.....	18 75	137 82	136 35	1 47	105	696	2,202		481 91	11 51
163 Morrison	26 72	23 55	68 80	20 00	18 75	137 82	136 35	1 47	105	696	2,202		481 91	11 51
164 Mount Albert		26 72	68 80	20 00	18 75	137 82	136 35	1 47	105	696	2,202		481 91	11 51
165 Mount Albert		26 72	68 80	20 00	18 75	137 82	136 35	1 47	105	696	2,202		481 91	11 51
166 Mount Brydges		26 72	68 80	20 00	18 75	137 82	136 35	1 47	105	696	2,202		481 91	11 51
167 Mount Brydges		26 72	68 80	20 00	18 75	137 82	136 35	1 47	105	696	2,202		481 91	11 51

TABLE A.—Receipts, Expenditure, Assets and Liabilities, etc. of Public Libraries (not Free) for the year ending 31st December, 1901.—Continued

Public Libraries.	Balance from previous year.	Receipts.	Members' fees.	Legislative grant.	Municipal grant.	Other sources.	Total receipts.	Expenditure.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
No.		\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
168	Mount Forest	26 79	100 65	104 90	75 00	51 35	358 69	293 48	65 21	212	3 198	3 883	14	2 873 00	144 01
169	Munster	2 85	7 00	104 90			60 55	59 30	1 25	114	1 209	821		1 113 83	
170	Nanticoke	26 21	85	160 00			231 82	229 37	2 45	151	1 962	1 722		1 278 99	
171	Napanee	26 21	290 00	100 00	550 00	3 524 29	4 450 50	4 490 50		250	3 819	8 437		4 800 00	157 42
172	Newburgh	12 54	82 51	96 20		155 65	346 50	340 10	6 80	100	1 877	1 617		1 598 77	148 28
173	Newbury	7 89	24 25	121 60	50 00	164 63	318 37	308 04	10 33	107	1 559	2 653		316 06	148 28
174	New Dundee	22 18	52 00	132 15	25 00	60 00	306 33	298 26	8 07	103	2 440	2 206	3	1 685 71	199 54
175	New Hamburg	30 16	22 40	160 00		170 26	407 82	396 16	11 66	109	741	635		416 37	194 94
176	Newington		91 50		35 00	153 42	452 78	370 07	82 71	194	2 135	4 585	10	1 002 71	185
177	Newmarket	104 16	136 13	112 10	50 00	54 30	352 53	303 94	48 59	360	5 331	9 266	26	5 000 00	
178	Niagara	25 84	90 00	186 75	500 00	4 65	807 24	786 50	20 74	360	5 361	3 268	25	6 700 00	
179	Niagara Falls	5 67	49 25	57 00	100 00	56 61	168 53	357 37	96 43	112	1 415	7 027	16	940 00	261
180	North Gower	47 26	95 40	200 00	25 00	203 97	454 34	420 92	33 47	189	2 097	2 928	28	2 770 00	58
181	Norwich	4 83	45 49	175 10	65 00	59 00	264 97	264 97	46 77	129	3 320	2 928	28	820 95	175
182	Norwood	87	33 30	175 00	50 00	385 34	669 80	669 80	320 71	103	1 325	1 509	28	530 73	98
183	Oakville	16 16	37 75	96 10	100 00	188 67	324 49	320 71	46 77	103	1 325	2 551	25	894 26	
184	Oakwood	1 97	51 50	93 40	100 00	33 00	278 71	269 99	8 72	133	1 098	1 34		107 09	
185	Odessa	81	18 51	32 00	100 00	25 63	105 60	95 50	10 10	100	1 68	3 980	28	3 231 26	300
186	Omemee	29 40	18 51	32 00	100 00	745 40	1 191 41	1 123 64	67 77	220	3 831	7 564	22	3 926 50	315
187	Ophir	61 51	102 00	182 50	100 00	13 95	574 47	562 58	11 89	231	4 001	2 075		1 141 10	13
188	Orangeville	5 77	214 25	140 50	200 00	3 40	129 61	314 20	46 80	226	1 325	2 452		824 20	10
189	Orillia	11	48 60	77 50		105 00	331 00	382 20	46 80	210	4 752	10 670	23	5 000 00	52
190	Orono		226 00	150 20		22 45	382 65	382 20	46 80	210	4 752	10 670	23	5 000 00	52
191	Ottawa		210 00	150 20		56 65	74 75	73 20	1 55	105	1 179	5 143		963 00	336
192	Owen Sound	60	17 50	27 35		56 65	74 75	73 20	1 55	105	1 179	5 143		963 00	336
193	Oxford Mills	3 32	30 90	169 75	75 00	21 27	514 41	511 18	3 23	118	1 504	7 677	29	1 150 00	15
194	Pakenham	3 13	49 25	162 60	150 00	217 28	514 41	511 18	3 23	118	1 504	7 677	29	1 150 00	15
195	Palmerston	56 42	216 95	162 60	150 00	54 12	610 09	610 09	3 23	118	1 504	7 677	29	1 150 00	15
196	Paris	8 75	126 00	117 10	100 00	76 25	425 57	425 57	2 63	103	6 768	6 280	13	2 000 00	243
197	Perth	95 99	463 75	285 00		456 50	1 302 24	1 297 25	4 99	374	9 101	15 430	86	11 214 44	
198	Peterborough	63 15	45 55	61 71	40 00	200 49	549 61	549 61	111 38	100	1 530	1 748	16	1 225 00	218
199	Pickering	8 29	161 08	129 75	50 00	186 27	370 52	370 52	56 23	231	2 470	9 228	19	1 493 00	181
200	Pictou		25 25	144 00	15 00		370 52	370 52	56 23	231	2 470	9 228	19	1 493 00	181
201	Pinkerton											1 130		782 19	

TABLE A.—Receipts, Expenditure, Assets and Liabilities, etc. of Public Libraries (not Free) for the year ending 31st December, 1901.—Continued.

202	Plattsville	45 37	29 77	40 30	10 60	45	125 89	87 85	38 04	108	883	1 052	4	573 89
203	Point Edward	119 99	28 09	160 00	50 00	50 00	358 08	129 95	38 13	135	8,421	3,251	23	3,255 29
204	Port Arthur	27 30	110 00	160 00	988 05	166 88	1,335 35	1,289 95	35 33	137	1,918	3,581	23	2,469 21
205	Port Burwell	13 15	66 00	160 00	988 05	166 88	232 88	147 65	13 23	100	465	1,027	23	213 73
206	Port Credit	13 15	33 15	97 30	160 00	66 61	349 11	299 29	49 82	134	1,366	1,526	23	853 28
207	Port Dover	13 15	122 50	160 00	160 00	66 61	349 11	299 29	49 82	134	1,366	1,526	23	465 00
208	Port Elgin	95	27 00	65 85	10 00	62 60	166 40	164 46	118 47	108	3,223	3,628	18	1,898 27
209	Port Hope	66 19	290 00	200 00	100 00	514 67	1,170 86	1,052 36	118 47	108	4,814	7,746	31	4,344 45
210	Port Perry	9 56	123 15	107 00	60 00	159 55	459 26	460 91	2 85	172	1,839	1,839	19	1,450 00
211	Port Stanley	49	43 75	115 40	60 00	2 40	162 04	160 77	1 27	134	1,081	1,935	28	830 00
212	Powassan	1 60	38 70	157 10	10 00	10 80	208 20	202 10	6 10	136	602	1,838	23	425 00
213	Princeton	69	49 95	160 00	10 00	136 40	357 04	332 67	24 37	102	1,402	3,043	33	827 11
214	Preston	8 29	38 10	150 60	100 00	212 62	509 61	381 28	128 33	148	5,940	3,259	33	6,228 33
215	Queensville	2 20	17 75	70 80	300 00	1 26	92 01	90 54	1 47	119	1,929	1,942	28	1,240 23
216	Rat Portage	8 61	179 50	200 00	300 00	632 45	1,380 56	1,271 31	109 25	118	2,410	5,200	28	1,855 82
217	Richmond	9 63	50 50	96 50	95 00	5 29	161 92	150 92	11 00	101	1,223	4,276	19	866 92
218	Ridgetown	..	154 25	162 80	95 00	236 97	649 12	473 90	175 22	214	3,456	4,276	19	4,495 49
219	Ripley	..	79 25	43 00	40 00	29 94	132 19	192 19	3 90	189	1,436	7,713	..	1,143 22
220	Riversdale	27 24	8 25	40 60	15 00	55 81	146 90	143 00	7 83	151	888	2,102	13	578 9
221	Rockwood	7 90	49 50	94 60	25 00	91 10	243 10	225 27	17 83	104	1,059	1,611	10	886 04
222	Rodney	22 36	13 60	132 15	129 40	63 88	231 99	231 99	17 83	106	2,138	1,228	1	1,623 96
223	Romney	23 87	33 90	129 40	25 00	21 25	213 42	196 09	..	125	1,207	1,597	..	840 19
224	Rosemont	5 00	22 75	160 00	..	227 94	415 69	415 69	..	103	565	978	..	250 90
225	Roseau	25 47	33 10	160 00	..	72 25	280 82	290 82	35 53	162	1,488	3,519	24	2,087 53
226	Russell	17 27	72 90	70 00	..	293 78	453 95	415 50	12 00	110	432	822	..	340 01
227	Saltfleet (Stony Ork P.O.)	..	27 50	..	200 00	200 00	480 20	429 77	50 43	372	2,060	8,637	20	1,082 00
228	Sault Ste. Marie	49 60	92 00	138 60	200 00	..	287 60	263 16	24 44	126	5,107	3,449	..	8,725 00
229	Scarboro'	41 20	86 40	160 00	..	661 65	1,085 80	646 10	449 70	182	1,508	3,605	14	2,643 53
230	Schreiber	23 30	323 45	85 40	..	112 16	290 96	238 25	52 71	122	1,028	2,332	23	702 38
231	Scotland	13 85	49 55	115 40	..	242 42	477 02	453 69	23 33	121	1,314	2,739	..	810 25
232	Shakespeare	44 25	30 25	160 00	..	232 65	308 83	287 00	21 83	150	988	2,199	..	534 87
233	Shallow Lake	1 18	75 00	..	..	159 77	138 78	138 78	13 99	107	1,122	1,660	..	595 99
234	Shedden	11 87	53 50	87 40	..	199 55	295 55	207 55	88 00	154	280	976	..	199 55
235	Smithville	..	96 00	..	..	199 55	295 55	207 55	88 00	154	280	976	..	199 55
236	Southampton	99 80	51 30	75 00	30 00	20 00	276 10	196 72	79 38	140	4,082	3,369	9	3,193 24
237	South River	8 89	40 50	80 45	5 00	51 94	185 25	147 85	37 40	103	793	1,218	..	1,027 99
238	Sparta	39 19	28 00	87 10	..	51 94	203 23	166 11	40 12	118	2,198	2,738	..	1,681 82
239	Spencerville	9 02	8 75	38 75	..	51 20	107 72	107 72	..	127	509	1,450	..	300 00
240	Spurisdale	..	19 75	160 00	..	4 50	184 25	183 40	85	124	935	935	..	380 00
241	Strathroy	86 58	158 75	184 90	75 00	528 50	1,033 73	839 81	193 92	284	5,616	17,148	25	5,200 00
242	Streetsville	..	46 25	147 70	30 00	351 18	575 13	561 92	13 21	106	2,726	2,709	21	3,300 00
243	St. George	85	41 85	168 35	50 00	152 89	403 94	385 68	18 26	113	4,892	2,409	9	5,163 20
244	St. Helen's	8 32	31 05	83 10	55 00	100 56	278 02	241 75	36 26	105	1,493	1,253	23	1,088
245	Sunderland	77 16	14 75	124 20	55 00	97 56	368 67	256 69	111 98	112	1,608	1,102	23	1,152 00
246	Sunnidale (N. Lowell P.O.)	..	41 50	123 85	..	33 67	199 02	199 02	..	103	573	1,156	..	329 47
247	Tavistock	52 77	81 75	193 80	..	121 73	450 05	387 54	62 51	109	2,965	3,511	25	1,638 80
248	Teeswater	57 91	60 80	105 05	35 00	79 20	337 46	280 95	56 51	134	3,559	2,954	18	2,225 00
249	Thamesford	..	49 75	92 00	..	48 58	190 33	186 13	4 20	131	1,687	2,945	17	1,230 79

* Ottawa Public Library not having conformed with the regulations has been closed.

TABLE A.—Receipts, Expenditure, Assets and Liabilities, etc., of Public Libraries (not Free) for the year ending 31st December, 1901.—Continued.

Public Libraries.	Receipts.						Total receipts.	Expenditure.	Balance on hand.	Number of mem- bers.	No. of volumes in Library.	No. of volumes issued.	No. of magazines and periodicals	Assets.	Liabilities.
	Balance from previous year.	Members' fees.	Legislative grant.	Municipal grant.	Other sources.										
No.	£	¢	£	¢	£	¢	£	¢	£	¢				£	¢
250	Thamesville	1 91	117 00	123 80	150 00	369 28	761 99	651 60	110 39	130	3,359	4,287	19	2,862 09	417 39
251	Thedford	29 21	50 50	146 70	.....	5 13	231 54	210 43	21 11	102	1,779	4,213	.....	965 00	.....
252	Thornbury	6 24	14 25	48 30	25 00	102 75	196 54	153 62	42 92	119	1,000	1,882	.....	355 00	.....
253	Thornloe	74	25 25	42 00	.....	60 48	128 47	121 55	6 92	101	448	507	.....	272 93	48 10
254	Tilbury	17 20	58 39	168 10	60 00	243 42	529 91	529 91	.....	115	1,831	2,640	21	1,082 00	235 67
255	Tilsburg	3 15	105 50	133 00	150 00	106 55	513 25	508 13	5 12	200	2,550	6,769	19	1,800 00	105 00
256	Tiverton	3 15	32 00	94 40	20 00	88 36	207 91	193 63	14 28	100	1,724	2,170	20	1,125 00	119 30
257	Toronto Junction	52 64	110 75	176 30	300 00	149 01	788 70	759 35	29 35	148	3,170	5,412	29	2,500 00	83 76
258	Trout Creek .....	.....	18 50	105 20	.....	91 13	214 83	214 83	.....	108	1,019	1,103	.....	774 79	151 77
259	Underwood	6 46	25 00	122 00	20 00	1 40	174 86	162 53	12 33	126	2,373	2,663	.....	1,020 00	25 00
260	Unionville	62	23 50	.....	.....	26 62	50 74	44 24	6 50	110	490	1,670	.....	325 00	25 00
261	Vandorf	16 36	56 00	81 90	.....	20 65	174 91	169 31	5 60	112	2,186	1,092	.....	1,670 00	96 36
262	Vankleek Hill	23 08	68 83	123 80	.....	36 67	252 40	246 23	6 17	121	753	2,321	.....	617 94	.....
263	Vars	19 00	32 30	160 00	.....	224 60	435 90	234 89	201 01	114	863	2,289	.....	600 00	174 55
264	Victoria (Caledonia I. O.)	9 57	16 50	80 00	10 00	21 20	137 27	137 07	20	132	2,224	1,725	.....	1,569 00	.....
265	Wales .....	.....	104 00	160 00	.....	6 62	270 62	270 62	.....	119	786	2,481	.....	411 18	214 64
266	Walkerton	6 23	115 20	140 40	10 00	167 64	439 47	439 47	.....	134	2,707	6,681	21	1,908 76	37 12
267	Walton .....	.....	77 00	.....	10 00	130 54	217 54	217 54	.....	105	468	210	13	247 00	130 00
268	Wardville	55	7 50	86 80	.....	42 14	136 99	118 64	18 35	114	1,372	1,604	.....	910 51	66 14
269	Warkworth .....	.....	51 00	89 60	25 00	74 83	240 43	240 43	.....	105	1,039	1,039	21	674 67	152 99
270	Watertown	1 34	26 00	67 80	.....	48 60	143 74	143 09	65	124	1,937	1,937	.....	816 65	45 00
271	Welland	91 48	73 00	156 80	150 00	70	471 98	388 19	83 79	209	3,653	5,881	35	4,265 48	.....
272	Wellsey	22 21	41 25	158 70	.....	56 90	279 11	252 13	26 98	163	1,020	3,151	.....	633 80	50 00
273	West Lorne	27	24 85	116 35	15 00	65 13	221 60	214 23	7 37	275	1,012	1,525	22	776 86	100 00
274	Weston	4 58	41 00	146 60	50 00	106 20	348 38	347 69	69	114	3,144	4,686	27	2,400 00	116 99
275	Wheatley	22 00	20 25	26 75	25 00	88 85	182 85	182 85	.....	109	1,380	3,942	.....	1,060 00	110 85
276	Whitby	9 53	55 85	94 40	60 00	176 28	396 06	384 22	11 84	135	3,005	4,561	.....	1,963 56	156 00
277	White Lake	3 05	20 20	49 40	.....	5 10	77 75	69 32	8 43	113	595	1,558	.....	300 00	.....
278	Williamstown	55	45 25	98 70	35 00	8 60	183 10	180 90	2 20	116	1,131	1,385	.....	1,152 40	20 00
279	Woodbridge	105 67	24 00	83 30	.....	35 00	247 97	137 86	110 11	208	1,736	1,626	13	1,250 00	276 00
280	Woodstock	54 01	399 50	200 00	125 00	6 80	785 31	745 21	40 10	296	5,550	11,931	39	3,800 00	109 00
281	Woodville	4 70	46 75	121 25	75 00	18 09	265 79	221 73	44 06	102	2,203	2,106	27	1,453 00	.....
282	York .....	.....	19 55	77 00	10 00	69 23	175 78	175 78	.....	125	920	1,372	4	535 12	140 83
283	Zephyr	1 40	19 70	170 60	24 87	.....	216 57	209 65	6 92	115	1,060	1,161	.....	706 10	191 09
Total	4,304 63	17,343 69	26,929 71	10,929 12	30,734 46	.....	90,241 61	83,511 67	6,729 94	36,814	505,544	792,506	2,488	407,298 60	25,676 87

II. PUBLIC LIBRARIES, FREE.

The following extracts are taken from the Annual Reports for the year ending 31st December, 1901, (for details see table B).

1. Classification of Free Libraries Reporting.

Free Libraries, with reading rooms.....	84
“ “ without reading rooms.....	48
Total.....	132

2. Free Libraries Receipts and Balances on Hand.

The total receipts of 132 Free Libraries was..	\$135,554 68
Balances on hand.....	6,986 28

3. Free Libraries Expenditure.

The total expenditure of 132 Free Libraries was..	128,568 40
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4. Free Libraries Assets and Liabilities.

Assets of 132 Free Libraries.....	673,303 11
Liabilities “	112,510 57

5. Number of Readers in Free Libraries.

132 Free Libraries report having had 118,547 readers.

6. No. of Volumes in Free Libraries, and No. of Volumes Issued.

Number of volumes in 132 Free Libraries.....	560,573
Number of volumes issued “	1,875,855

7. Reading Rooms in Free Libraries.

84 Free Libraries reported having reading rooms.	
3 “ “ reported having periodicals for circulation.	
87 “ “ subscribed for 3,574 newspapers and periodicals.	

TABLE B.—Receipts, Expenditure, Assets and Liabilities, etc., of Public Libraries (Free) for the year ending 31st December, 1901.

No.	Free Libraries.	Balance from previous year.	Members' fees.	Legislative Grant.	Municipal Grant.	Other sources.	Total receipts.	Expenditure.	Balance on hand.	Number of readers.	Number of volumes in Library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		£	£	£	£	£	£	£	£					£	£
1	Acton	13 05	.....	154 30	112 50	20 01	299 86	272 35	27 51	167	1,752	3,569	.....	1,762 85	197 36
2	Alsea Craig	90 87	7 00	71 25	100 00	17 21	286 83	189 56	96 77	140	2,096	880	.....	1,874 66	.....
3	Algonquin	3 42	8 75	62 30	.....	108 75	183 82	183 07	75	132	1,470	1,259	.....	921 00	108 75
4	Alton	22 80	19 50	121 20	.....	60 80	224 30	220 80	3 50	194	5,175	3,235	.....	4,444 94	.....
5	Arnprior	2 03	.....	152 65	100 00	141 25	395 93	357 71	38 22	345	2,291	4,538	.....	1,443 22	110 62
6	Aylmer .....	.....	.....	176 40	300 00	23 45	511 85	509 05	2 80	440	3,897	7,824	33	3,250 00	.....
7	Ayr	23 44	12 00	81 40	137 00	31 83	273 67	253 38	20 29	387	3,206	6,052	.....	1,700 00	.....
8	Beeton	38	.....	86 20	.....	361 37	447 85	445 17	2 78	113	2,166	3,701	10	1,100 00	275 00
9	Belfountain .....	.....	25 00	81 00	30 00	76 00	212 00	212 00	.....	160	2,036	2,415	.....	1,400 00	58 00
10	Berlin .....	.....	.....	200 00	1,608 30	43 00	2,240 30	2,240 30	.....	1,149	8,044	15,791	60	7,780 86	200 00
11	Bothwell	92 63	.....	160 00	100 00	164 42	517 05	404 29	112 76	288	1,771	3,846	.....	1,180 00	151 01
12	Bracebridge	2 58	.....	53 90	350 00	164 54	571 02	469 55	101 47	315	2,618	5,467	.....	1,625 00	.....
13	Brampton	234 81	.....	185 40	340 00	40 45	800 66	679 92	120 74	615	3,989	20,544	20	2,443 97	113 34
14	Brantford	748 72	4 00	200 00	2,200 00	338 34	3,491 06	3,170 91	320 15	2,617	17,629	70,729	67	14,650 00	.....
15	Brighton .....	.....	.....	142 00	250 77	20 56	413 33	410 53	2 80	277	2,584	4,500	24	1,100 00	200 00
16	Brookville	208 68	16 50	200 00	1,100 00	291 86	1,817 04	1,814 69	2 35	2,190	9,273	40,660	54	4,900 00	9 00
17	Brussels	5 97	46 00	157 75	140 00	22 19	871 91	371 72	19	289	2,699	5,111	.....	1,435 00	.....
18	Burk's Falls	10 19	.....	179 60	175 00	4 12	368 91	354 19	14 72	345	2,143	3,234	22	1,235 00	.....
19	Burntown	6 78	.....	41 00	.....	6 00	53 78	11 05	42 73	100	678	757	.....	310 00	.....
20	Caedon .....	.....	.....	160 00	.....	151 67	311 67	311 67	.....	103	3,125	1,625	.....	2,393 15	130 48
21	Caledonia	35 56	.....	160 00	200 00	.....	235 56	200 65	34 91	147	2,334	4,662	.....	1,175 65	.....
22	Camden East .....	.....	.....	72 60	55 00	62 65	190 25	190 25	.....	243	1,543	2,330	16	865 37	79 33
23	Cardinal	122 90	50	139 45	160 00	253 40	543 85	440 45	102 90	208	4,837	2,714	25	1,270 00	250 00
24	Carleton Place .....	.....	.....	160 00	350 00	48 17	681 07	483 57	197 10	476	3,962	14,250	18	2,740 00	.....
25	Cayuga	9 12	1 60	160 00	89 00	.....	259 72	257 45	2 27	121	1,676	3,192	.....	1,025 00	166 07
26	Chatham	256 20	.....	200 00	1,146 57	116 13	1,718 90	1,270 91	447 99	1,008	5,943	18,496	38	6,347 99	.....
27	Chesley	103 34	6 00	108 10	187 58	97 87	502 89	411 27	91 62	293	1,624	5,303	23	880 00	.....
28	Chesterville	10 48	.....	126 40	50 00	77 75	264 63	239 26	25 37	308	1,055	4,380	.....	837 94	85 18
29	Clifford .....	.....	15 60	133 75	75 00	107 91	332 26	332 26	.....	154	3,354	2,001	.....	1,502 61	107 91
30	Clinton	101 81	.....	200 00	165 00	286 86	753 17	661 00	92 17	551	4,193	12,013	28	13,144 75	.....
31	Collingwood	60 37	.....	155 90	655 00	2,208 44	3,080 31	3,055 13	25 18	785	4,956	11,034	37	7,236 51	100 00
32	Coppleston	12 00	13 05	81 75	20 00	116 49	233 29	230 93	2 36	114	1,001	1,914	.....	625 00	.....
33	Copper Cliff	37 14	.....	38 80	.....	10 00	85 94	75 35	10 59	67	1,223	829	.....	991 07	30 00
34	Cornwall	38 86	54 74	160 00	400 00	185 65	839 25	831 77	7 48	674	3,328	13,180	35	2,319 90	766 50

TABLE B.—Receipts, Expenditure, Assets and Liabilities, etc., of Public Libraries (Free) for the year ending 31st December, 1901.—Continued.

N ^o .	Free Libraries.	Balance from previous year.	Members fees.	Legislative grant.	Municipal grant.	Other sources.	Total receipts.	Expenditure.	Balance on hand.	Number of readers.	Number of volumes in Library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		£	£	£	£	£	£	£	£					£	£
35	Creemore.....	23 48	4 75	66 40	25 00	1 60	121 23	116 48	4 75	125	1,092	1,567	.....	500 00	.....
36	Dalhousie (McDonald's Corners P.O.)	3 33	.....	50 40	.....	66 78	120 51	116 92	3 59	100	588	681	3	315 00	53 78
37	Deseronto.....	111 80	.....	200 00	550 00	484 50	1,346 30	1,171 63	174 67	891	3,399	38,488	66	3,859 97	376 00
38	Delhi.....	46 65	.....	80 50	200 00	52 45	379 60	325 61	53 99	241	1,513	4,026	21	1,059 32	.....
39	Don.....	4 02	.....	80 00	25 00	45 03	154 95	154 95	.....	110	867	566	2	643 17	.....
40	Drayton.....	6 79	.....	.....	150 00	262 25	419 04	388 99	30 05	315	2,915	4,564	18	2,100 00	400 00
41	Dutton.....	9 55	46 73	148 20	50 00	3 81	258 29	258 29	.....	168	1,503	3,068	.....	1,129 11	.....
42	Erin.....	14 31	.....	69 00	35 00	7 75	126 05	120 07	5 99	150	1,823	3,127	.....	1,272 43	.....
43	Exeter.....	2 53	58 65	152 20	100 00	49 60	362 98	339 42	23 56	450	4,097	6,648	22	2,421 52	.....
44	Fordwich.....	11 96	19 75	55 70	15 00	18 40	120 81	116 50	4 31	107	1,823	2,305	.....	976 00	27 90
45	Forest.....	40 19	.....	221 00	250 00	222 17	703 86	686 00	17 86	441	3,314	6,371	19	3,092 86	180 00
46	Galt.....	1 36	.....	191 50	1,410 00	65 00	1,697 86	1,686 00	11 86	1,500	4,600	84,420	41	6,275 00	.....
47	Garden Island.....	202 06	.....	185 30	100 00	153 96	641 32	472 45	168 87	126	5,415	1,514	28	3,150 23	.....
48	Georgetown.....	41 70	.....	148 10	200 00	37 39	427 19	352 49	74 70	400	2,8 6	8,714	37	2,150 00	50 00
49	Glencoe.....	.....	12 25	160 00	30 88	56 78	259 91	259 91	.....	295	2,160	4,120	.....	1,025 00	40 03
50	Goderich.....	68 69	78 86	149 60	415 00	2 30	714 45	538 11	176 34	674	4,631	13,712	29	1,550 00	66 75
51	Grand Valley.....	17 32	.....	145 00	65 00	162 75	390 07	362 12	27 95	212	2,269	3,233	13	1,430 38	153 00
52	Grantham (St. Catharines P.O.).....	12 22	.....	120 00	75 00	117 17	324 39	305 78	18 61	204	1,732	2,452	.....	1,125 00	100 00
53	Gravenhurst.....	11 97	.....	37 70	.....	40 25	89 92	87 65	2 27	554	2,701	4,628	.....	1,080 19	73 25
54	Grimby.....	.....	1 00	154 25	295 00	.....	450 25	449 24	1 01	675	4,128	15,547	22	4,200 00	60 01
55	Guelph.....	.....	.....	200 00	1,400 32	113 95	1,714 27	1,714 27	.....	1,836	10,664	58,091	48	10,950 00	.....
56	Hagersville.....	21 09	.....	184 80	150 00	61 55	417 44	410 03	7 41	550	1,941	5,843	19	1,359 52	191 97
57	Hamilton.....	32 84	101 10	200 00	1,300 00	1,347 32	14,581 26	14,566 56	14 70	11,019	23,593	186,472	287	70,241 20	28,216 40
58	Harrison.....	32 71	7 50	28 00	317 00	182 23	628 30	608 85	19 45	367	4,135	4,386	31	2,597 77	115 25
59	Hespeler.....	211 56	.....	89 00	185 00	61 97	647 53	442 80	105 23	386	3,154	8,719	23	2,650 00	.....
60	Holyrood.....	7 88	.....	66 70	20 00	105 70	200 28	183 01	17 27	100	1,661	3,971	.....	1,756 73	95 20
61	Ingersoll.....	14 26	.....	181 60	530 00	82 33	808 19	808 19	.....	1,007	3,961	19,203	25	2,100 00	11 34
62	Iroquois.....	29 26	.....	82 00	150 00	142 10	403 36	403 36	.....	200	1,878	3,712	22	1,779 61	156 00
63	Kemptville.....	109 90	.....	120 70	282 35	409 91	922 86	862 95	59 91	309	1,141	6,941	15	855 47	175 93
64	Kingville.....	43 05	.....	172 30	250 00	54 10	519 45	410 49	108 96	227	1,323	4,162	23	1,168 96	70 00
65	Lakefield.....	19 96	1 00	71 20	100 00	14 80	205 96	181 42	25 54	1,740	1,069	2,487	17	600 00	.....
66	Lanark.....	24 08	.....	169 10	90 00	83 46	366 64	325 20	41 44	204	1,484	4,164	17	1,029 91	103 00
67	Lancaster.....	46 37	2 45	146 70	40 00	277 75	513 27	245 52	267 75	259	2,961	3,497	6	1,425 00	.....

TABLE B.—Receipts and Expenditure, Assets and Liabilities of Public Libraries (Free) for the year ending 31st December, 1901.—*Concluded.*

No.	Free Libraries.	Balance from previous year.	Members' fees.	Legislative grant.	Municipal grant.	Other sources.	Total receipts.	Expenditure.	Balance on hand.	Number of readers.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		\$	\$	\$	\$	\$	\$	\$	\$					\$	\$
102	Sarnia.....	194 36	.....	200 00	890 00	250 56	1,544 92	1,850 34	194 58	1,313	3,357	34,692	51	8,219 61	.....
103	Searboth.....	8 83	12 25	177 35	326 76	75 84	601 03	597 06	3 37	371	4,561	12,528	15	4,253 37	800 00
104	Shelburne.....	1 50	16 25	137 40	150 00	22 33	327 48	327 48	.....	210	2,287	2,287	20	1,866 37	7 53
105	Simcoe.....	248 74	.....	129 50	472 06	242 57	1,092 87	780 78	312 09	535	5,116	7,732	54	8,562 09	.....
106	Smith's Falls.....	.....	6 00	200 00	450 00	292 45	948 45	948 45	.....	665	4,495	13,887	26	2,085 00	185 20
107	Springfield.....	49	10 85	160 00	88 83	92 34	352 01	350 55	1 46	136	1,690	962	23	1,426 41	384 86
108	Stayner.....	5 43	.....	77 00	50 00	25 66	188 09	144 89	13 20	208	1,490	8,740	.....	998 15	.....
109	Stratford.....	6 92	.....	78 40	165 00	48 74	239 06	257 54	41 52	335	3,692	7,023	29	4,043 00	.....
110	St Catharines.....	246 91	11 00	200 00	800 00	225 26	1,483 17	1,156 18	326 99	1,526	6,237	40,594	39	4,976 99	.....
111	St. Mary's.....	106 56	10 00	200 00	1,500 00	72 39	1,888 95	1,710 74	178 21	1,842	7,751	41,008	43	6,822 77	.....
112	St. Thomas.....	69 49	34 05	145 70	200 00	320 80	770 04	719 21	50 83	600	4,634	12,003	23	2,450 00	300 00
113	Sundridge.....	161 66	.....	197 60	650 00	407 33	1,416 59	1,250 09	166 50	1,084	7,490	20,252	48	4,350 00	.....
114	Tara.....	.....	3 95	89 55	75 91	.....	169 41	169 41	.....	125	933	1,543	.....	608 00	.....
115	Thessalon.....	8 65	24 76	71 40	160 00	11 75	191 56	190 16	1 40	225	1,901	4,493	18	1,927 94	.....
116	Thorhill.....	21 63	.....	200 00	160 00	213 17	594 80	593 51	1 29	130	1,925	1,964	13	1,205 95	245 97
117	Thorold.....	.....	.....	86 50	40 00	66 49	192 99	192 99	.....	109	757	895	11	594 42	66 49
118	Toronto.....	32 67	.....	4 00	325 00	4 00	532 17	527 23	4 91	612	5,002	7,239	20	5,150 00	10 25
119	Tottenham.....	920 41	.....	170 50	31,750 00	1,745 32	34,615 73	34,121 81	493 89	50,971	124,185	539,224	815	249,719 93	52,767 20
120	Trenton.....	.....	.....	200 00	200 00	16 60	216 60	216 60	.....	119	2,429	1,508	.....	1,310 95	116 40
121	Uxbridge.....	.....	40 00	160 00	250 00	41 53	491 53	491 53	.....	730	1,650	9,924	67	1,632 80	266 13
122	Wallaceburg.....	20 00	.....	133 15	225 00	411 07	739 22	739 22	.....	257	6,080	10,962	28	9,500 00	227 82
123	Waterford.....	147 46	.....	101 60	250 00	49 10	548 16	409 04	139 12	392	1,569	7,753	22	1,143 04	33 33
124	Waterloo.....	45 31	22 06	160 00	50 00	78 81	356 18	356 02	16 16	176	1,305	2,599	.....	800 00	78 81
125	Watford.....	40 66	.....	158 10	300 00	22 50	521 26	478 41	42 85	520	7,013	8,884	27	5,790 92	.....
126	Westford.....	.....	.....	195 10	150 00	74 41	419 89	419 49	40 40	257	2,434	5,990	24	1,600 00	164 67
127	Weston.....	.....	1 00	67 60	10 00	33 00	113 42	109 03	4 39	138	1,295	318	.....	1,071 00	30 00
128	Windsor.....	28 36	21 75	160 00	155 40	10 00	375 51	349 69	25 82	260	3,067	4,109	20	2,363 14	245 81
129	Wingham.....	1,339 02	.....	200 00	2,000 00	4,210 40	7,749 42	7,268 82	480 60	1,298	10,195	47,358	61	9,252 07	.....
130	Wrexham.....	9 50	121 00	188 70	235 00	2 00	556 26	543 94	12 36	181	3,368	4,988	50	2,290 00	.....
131	Wyoming.....	8 31	7 25	160 00	55 00	32 88	263 47	261 72	1 75	132	4,101	1,960	.....	4,070 51	.....
132	Wyoming.....	.....	20 90	.....	60 00	68 10	149 00	138 99	10 01	100	1,573	1,960	.....	1,000 00	.....
	Total.....	10,022 60	1,161 34	17,312 50	83,982 32	23,045 92	135,554 68	128,568 40	6 986 28	118,547	560,573	1,875,855	3,574	673,303 11	112,510 57

PROPORTIONATE NUMBER OF VOLUMES IN PUBLIC LIBRARIES.

Libraries With Less Than 250 Volumes.

Baysville, Bloomsburg, Calabogie, Haileybury, Inkerman, Matilda (Iroquois, P.O.), Munster, Ophir, Ottawa.—9.

Libraries With Over 250 and Less Than 500 Volumes.

Allan's Mills, Angus, Badjeros, Bancroft, Beachville, Berwick, Brucefield, Bruce Mines, Bunyan, Caistorville, Canfield, Cobden, Crysler, Dromore, Dundela, Elmwood, Finch, Freelon, Holstein, Maxwell and Feversham, Middleville, Millgrove, Molesworth, Mount Brydges, Nairn Centre, Newton, Port Burwell, Saltfleet (Stony Creek P.O.), Smithville, Thornloe, Unionville, Walton.—32.

Libraries With Over 500 and Less Than 1,000 Volumes.

Alma, Ancaster, Avonmore, Bayham, Binbrook, Bridgeburgh, Brigden, Burnstown, Cambray, Dalhousie (McDonald's Corners P.O.), Don, Dorchester, Douglas, Drumbo, Dryden, Easton's Corners, Emsdale, Fenella, Fort Francis, Glen Allan, Gore's Landing, Haliburton, Hanover, Harrington, Harrow, Hawkesville, Hepworth, Hillsburg, Kemble, Kintore, Madoc, Manitowaning, Maple, Marksville, Melbourne, Metcalfe, Minden, Mississippi, Mono Mills, Mount Albert, Newbury, New Dundee, Odessa, Otterville, Pakenham, Plattsville, Port Dover, Powassan, Primrose, Riversdale, Rodney, Rousseau, Shallow Lake, South River, Spencerville, Sprucedale, Sundridge, Sunnidale (New Lowell P.O.), Thornhill, Vankleek Hill, Vars, Wales, White Lake, York.—64.

Libraries With Over 1,000 and Less Than 1,500 Volumes.

Admaston, Algonquin, Atwood, Auburn, Beaverton, Belmont, Belwood, Bervie, Blyth, Bracondale, Carp, Cheapside, Chesterville, Clarksburg, Coldstream, Cookstown, Copleston, Copper Cliff, Creemore, Dufferin (Clanbrassil P.O.), Dutton, Elmvale, Ethel, Flesherton, Hensall, Highgate, Islington, Kemptville, Kingsville, Kinmount, Kirkfield, Lakefield, Lanark, Lion's Head, Little Current, Lynden, Mallorytown, Melancthon, Monkton, Morris-ton, Napanee Mills (Stratheona P.O.), North Augusta, Norwich, Oakwood, Omamee, Orono, Oxford Mills, Pinkerton, Port Carling, Port Credit, Port Stanley, Princeton, Richmond, Ridgeway, Ripley, Rockwood, Rosemont, Russell, Scotland, Shakespeare, Shedden, Stayner, St. Helen's, Thornbury, Trout Creek, Wardsville, Warkworth, Waterford, Wellesley, Westford, West Lorne, Wheatley, Williamstown, Zephyr.—74.

Libraries With Over 1,500 and Less Than 2,000 Volumes.

Acton, Alliston, Bloomfield, Bothwell, Brooklin, Burford, Camden East, Cargill, Cayuga, Chapleau, Chesley, Colborne, Coldwater, Comber, Delhi, Dresden, Dungannon, Erin, Floradale, Fordwich, Gorrie, Grantham (St. Catharines P.O.), Hagersville, Highland Creek, Holywood, Inglewood, Iroquois, Kars, Kinburn, Leamington, Lake Charles, Little Britain, Manotick, Merritton, Mildmay, Millbrook, Milverton, Mono Road, Nanticoke, Newburgh, North Bay, North Gower, Oil Springs, Palmerston, Parry Sound, Pembroke, Pickering, Port Arthur, Port Colborne, Port Perry, Queensville, Schreiber, Springfield, Sunderland, Tara, Thamesford, Thedford, Thessalon, Tilbury, Tiverton, Trenton, Wallaceburg, Waterdown, Woodbridge, Wyoming.—65.

Libraries With Over 2,000 and Less Than 2,500 Volumes.

Ailsa Craig, Arkona, Arnprior, Beamsville, Beeton, Belfountain, Bobcaygeon, Bradford, Burk's Falls, Burlington, Caledonia, Cannington, Chatsworth, Cheltenham, Claremont, Glencoe, Glenmorris, Grand Valley, Lucan, Manilla, Merrickville, Midland, Morrisburg, New Hamburg, Newmarket, Niagara Falls South, Norwood, Parkhill, Picton, Port Rowan, Rat Portage, Romney, Sault Ste. Marie, Shelburne, Sparta, Tottenham, Underwood, Vandorf, Victoria (Caledonia P.O.), Watford, Woodville.—41.

Libraries With Over 2,500 and Less Than 3,000 Volumes.

Amherstburg, Arthur, Aurora, Baden, Bolton, Bracebridge, Brighton, Brussels, Claude, Drayton, Duart, Dundalk, Elmira, Ennotville, Essex, Font-hill, Fort Erie, Gananoque, Georgetown, Gravenhurst, Huntsville, Jarvis, Lancaster, Listowel, Markdale, Markham, Meaford, Richmond Hill, Streetsville, Tavistock, Tilsonburg, Walkerton.—32.

Libraries With Over 3,000 and Less Than 3,500 Volumes.

Aberarder, Almonte, Ayr, Caledon, Clifford, Cobourg, Cornwall, Deser-onto, Dunnville, Fenelon Falls, Forest, Hespeler, Lucknow, Mount Forest, Oakville, Oshawa, Orangeville, Point Edward, Port Elgin, Renfrew, Ridge-town, Sarnia, Thamesville, Toronto Junction, Weston, Whitby, Wiarton, Wingham.—28.

Libraries With Over 3,500 and Less Than 4,000 Volumes.

Aylmer, Blenheim, Bowmanville, Brampton, Campbellford, Carleton Place, Ingersoll, Lindsay, Milton, Mitchell, Napanee, Paisley, Stouffville, Teeswater, Welland.—15.

Libraries With Over 4,000 and Less Than 5,000 Volumes.

Barrie, Belleville, Cardinal, Clinton, Collingwood, Durham, Embro, Exeter, Fergus, Galt, Goderich, Grimsby, Harriston, Kincardine, Orillia, Owen Sound, Penetanguishene, Perth, Port Hope, Prescott, Seaforth, Smith's Falls, Southampton, St. George, St. Mary's, Wroxeter.—26.

Libraries With Over 5,000 and Less Than 6,000 Volumes.

Alton, Chatham, Garden Island, Niagara, Niagara Falls, Preston, Scar-boro', Simcoe, Strathroy, Thorold, Woodstock.—11.

Libraries With Over 6,000 and Less Than 8,000 Volumes.

Dundas, Kingston, Paris, Stratford, St. Catharines, St. Thomas, Ux-bridge, Waterloo.—8.

Libraries With Over 8,000 and Less Than 10,000 Volumes.

Berlin, Brockville, Elora, Peterborough.—4.

Libraries With Over 10,000 and Less Than 20,000 Volumes.

Brantford, Guelph, London, Windsor.—4.

Libraries With Over 20,000 and Less Than 30,000 Volumes.

Hamilton.—1.

Library With Over 100,000 Volumes.

Toronto.—1.

TABLE C.—EVENING CLASSES IN DRAWING IN PUBLIC LIBRARIES.

Public Library.	No of Students.	Mechanical Course.
Peterborough.....	19	Machine Drawing.
Total	19	

III. ART SCHOOLS AND DEPARTMENTAL DRAWING EXAMINATIONS.

Tables D to H show the number of Certificates awarded from the commencement of this branch of the Education Department—1882 to 1902.

TABLE D.—Certificates awarded in Primary Art Courses from 1882 to 1902

Year.	Freehand drawing.	Geometry.	Perspective.	Model drawing.	Blackboard drawing.	Teacher's certificates.	Total.
1882.....	28	21	17	12	28	.....	106
1883.....	84	89	58	47	76	.....	354
1884.....	153	174	139	138	86	66	756
1885.....	214	529	301	168	198	122	1,532
1886.....	634	672	149	662	414	77	2,608
1887.....	643	1,204	428	444	122	103	2,944
1888.....	805	882	520	403	236	133	2,979
1889.....	1,002	961	394	470	494	187	3,508
1890.....	1,000	1,009	290	811	313	130	3,553
1891.....	1,085	1,569	292	746	422	164	4,278
1892.....	1,361	1,419	569	1,120	720	338	5,527
1893.....	1,769	1,277	439	876	392	220	4,973
1894.....	1,383	719	548	550	562	153	3,915
1895.....	1,813	1,429	658	1,311	991	341	6,543
1896.....	1,195	569	361	1,110	1,121	265	4,621
1897.....	716	500	212	704	516	114	2,762
1898.....	854	311	173	1,224	604	149	3,315
1899.....	1,062	465	168	1,128	1,170	160	4,153
1900.....	1,000	254	194	675	1,007	130	3,260
1901.....	1,366	87	59	695	431	29	2,577
1902.....	823	154	111	599	287	41	2,015
Total	18,990	14,294	6,080	13,803	10,190	2,922	66,279

TABLE E.—Certificates awarded in Advanced Art Course from 1883 to 1902.

Year.	Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design.	Industrial design.	Teacher's certificates.	Total.
1883.....	5	5	12	18				40
1884.....	16	5	12	12				45
1885.....	33	18	35	29			4	119
1886.....	35	24	19	48			3	129
1887.....	59	27	28	25	34		14	187
1888.....	22	17	39	44	20		9	151
1889.....	65	36	58	24	25		14	222
1890.....	62	30	76	43	22		15	248
1891.....	80	52	67	66	38		23	326
1892.....	24	32	53	72	37		13	231
1893.....	58	54	73	62	54		13	314
1894.....	31	44	58	79	68		24	304
1895.....	56	52	78	58	29		11	284
1896.....	60	74	103	113		29	17	396
1897.....	61	47	126	95		41	18	388
1898.....	67	73	169	187		44	18	558
1899.....	61	69	152	160		57	22	521
1900.....	80	55	82	119		31	17	384
1901.....	76	37	133	82		85	13	426
1902.....	35	34	74	70		67	10	290
Total.....	986	785	1,447	1,406	327	354	258	5,563

TABLE F.—Certificates awarded in Industrial Art Course from 1885 to 1902.

Year.	Modelling in clay.	Wood carving.	Wood engraving.	Lithography.	Painting on china.	Total.
1885.....	14					14
1886.....	11	7				18
1887.....	8	2				10
1888.....	10	3	1		9	24
1889.....	7	1	3	2	6	19
1890.....	7	4		1	6	18
1891.....	5	2	1		7	15
1892.....	2	1		1	3	7
1893.....	5	2		1	3	11
1894.....	4	2		2	10	18
1895.....	5	3	2	6	18	34
1896.....	3	2		3	30	38
1897.....	5	3	1	4	17	30
1898.....	7	5		1	17	30
1899.....	9	14		2	17	42
1900.....	17	14		6	6	43
1901.....	9	12		2	8	31
1902.....	6	9		4	12	31
Total.....	134	86	8	36	169	433

TABLE G.—Certificates awarded in Mechanical Drawing Course from 1883 to 1902.

Year.	Advanced Geometry.	Machine drawing.	Building construction.	Industrial design.	Architectural design.	Advanced perspective.	Teachers' certificates.	Total.
1883	2	3	1	2		3		11
1884	1	1	1	1		1		5
1885	12	32	4	25		12	4	89
1886	14	13	5	28		14	3	77
1887	6	5	12	18		6	2	49
1888	8	7	7	15		11	2	50
1889	13	23	11	20		12	3	82
1890	11	23	5	8		12	2	61
1891	3	31	8	31		28	2	103
1892	17	25	13	38		15	2	110
1893	14	33	10	47		35	10	149
1894	12	17	6	90		9	3	137
1895	5	22	9	31		12	3	82
1896	7	9	5		9	12	3	45
1897	16	13	4		6	15		54
1898	6	19	2		7	8		42
1899	25	20	5		7	18		75
1900	14	8	12		5	14		53
1901	21	18	2		14	15	1	71
1902	18	15	6		3	15		57
Total.	225	337	128	354	51	267	40	1,402

TABLE H.—Certificates awarded for Extra Subjects from 1885 to 1902.

Year.	Drawing from the antique, casts.	Shading from casts.	Architect designs.	Drawing from life.	Painting from life.	Painting oil colors.	Painting water colors.	Sepia.	Monochrome.	Pastel.	Sculpture in marble.	Photogravure.	Repousse work.	Industrial design.	Pen and ink.	Machine drawing.	Engraving on copper.	Crayon portraits.	Total.
1885						9	7												16
1886						12	7												19
1887						32	9												50
1888				16	12	25	14	13	1		2		2						84
1889				12	8	16	21	3	2										62
1890				7	4	23	18	10	4										71
1891				4	5	29	26	3	6										73
1892				2	6	21	16	7	1										55
1893	11		2	5	9	35	21	7	4										94
1894	11		2	8	6	29	16	5	7					10		1			95
1895	26		6	14	4	39	24	10	1					17		5	1		147
1896	14			12	6	34	38	6	1	2		1		13	1	1			129
1897	19	11	1	17	6	38	42	7	3	3				22	3	4			179
1898	22	12		12	9	37	28	7	6	6	1	6		15	4	6			171
1899	19	14		17	2	10	22	8	1	4		3		31	13	5			149
1900	29	30		13	4	17	10	12	5	5		3		14	10	4			156
1901	25	17		9	1	11	18	14	4	4		4		13	16	6			142
1902	22	16		13	1	19	28	17	2					17	12	4			151
Total	198	100	11	167	83	441	365	129	48	24	3	20	4	152	59	36	1	2	1,843

TABLE I. Certificates awarded to Art Schools, 1902.—Primary Course.

Name of School.	Number of students for examination.	Number of certificates.						Number of teachers' certificates.	Grants for certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates.		
Hamilton Art School ...	80	15	12	6	13	15	61	3	\$ 53 00
Kingston "	13	2	1	4	2	4	13	.....	11 00
St. Thomas "	31	4	9	3	5	5	26	1	17 00
Toronto "	61	18	7	5	18	16	64	2	55 00
Total	185	39	29	18	38	40	164	6	136 00

TABLE J.—Certificates awarded to Art Schools, 1902.—Advanced Course.

Name of School.	Number of students for examination.	Number of certificates.						Number of teachers' certificates.	Grants for certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial design.	Total proficiency certificates.		
Hamilton Art School ...	91	5	6	24	33	11	79	5	\$ 69 00
Kingston "	8	1	1	2	1	.....	5	.....	5 00
St. Thomas "	15	1	.....	4	4	4	13	.....	10 00
Toronto "	73	20	21	25	11	10	87	3	65 00
Total	187	27	28	55	49	25	184	8	149 00

TABLE K.—Certificates awarded to Art Schools, 1902.—Mechanical Course.

Name of School.	Number of students for examination.	Number of certificates.						Grants for certi- ficates.
		Advanced geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced perspective.	Total proficiency certificates.	
Hamilton Art School	20	3	6	.....	1	2	12	% 12 00
Kingston "	3	.....	.....	.....	1	1	2	2 00
St. Thomas "	23	3	6	3	1	.....	13	13 00
Toronto "	12	3	.....	3	.....	3	9	9 00
Total	58	9	12	6	3	6	36	36 00

TABLE L.—Certificates awarded to Art Schools, 1902.—Industrial Art Course.

Name of School.	Number of students for examination.	Number of certificates.						Grants for certificates.
		Modelling in clay.	Wood carving.	Photogravure.	Lithography.	Painting on china.	Total proficiency certificates.	
Hamilton Art School	8	4	3	4	.....	3	14	\$ 14 00
Kingston "	6	.....	.....	.....	.....	3	3	c. 3 00
St. Thomas "	6	1	3	.....	.....	2	6	6 00
Toronto "	1	1	.....	.....	.....	.....	1	1 00
Total	21	6	6	4	.....	8	24	24 00

TABLE M.—Certificates awarded to Art Schools, 1902.—Extra Subjects.

Name of School.	Number of students for examination.	Number of certificates.										Total certificates.	
		Painting from life.	Painting oil colors.	Painting water colors.	Monochrome.	Sepia.	Drawing from life.	Pen and ink sketches	Shading from antique.	Shading from casts.	Industrial design.		Machine drawing.
Hamilton Art School	37	....	1	4	....	14	1	2	2	9	5	....	38
Kingston "	1	....	....	....	....	....	....	....	....	....	....	....	....
St. Thomas "	7	....	....	....	....	....	....	....	....	....	....	4	4
Toronto "	55	1	2	3	1	1	12	8	19	5	6	....	63
Total	100	1	3	12	1	15	13	10	21	14	11	4	105

TABLE N.—Certificates Awarded to Public and High Schools, Ladies' Colleges, etc., 1902.—Primary Course.

Name of school.	Number of students for examination.	Number of certificates.						Number of teachers' certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates.	
Arthur High School	42	6	1		12	2	21	
Athens "	82	26	11	13	33	8	91	7
Belleville Albert College	9	2	2	3	3	2	12	1
" High School	32	11					11	
Blenheim Public School	20	5	3		3	1	12	
Brockville Collegiate Institute	81	28		5	23	15	71	3
Chatham Central School	48	9		1	12	6	28	1
" McKeough School	47	10			11		21	
Clinton Col egiate Institute	44	13	4	1	11	3	32	
Cobourg "	16	5	1	3	4	2	15	1
Comber Public School	35	12	9		11	5	37	
Collingwood Collegiate Institute	57	28		3	14	5	50	
Cornwall High School	1		1				1	
Deseronto "	62	10	3		11	2	26	
Forest "	12	9	1		4	1	15	
Goderich Collegiate Institute	2	2	2	2	2	1	9	1
Hamilton "	48	17			9	3	29	
" Central School District	96	23			15	2	45	
" Cammon St. School	45	19			10	2	31	
" Hess St. "	60	35			20	11	66	
" Murray St. "	33	7	1		2	1	11	
" Picton St. "	21	9			6		15	
" Queen Victoria School	108	55	17	19	21	16	128	6
" " Dist.	216	38			16	7	61	
" Ryerson School	100	39	28	18	25	12	122	9
" Sophia St. "	59	13			1	1	15	
Harriston High School	43	12	2	4	9	7	34	1
London Collegiate Institute	243	38	8		28	19	93	
" Mr. Peel's School	12	4		1	5	2	12	
Markham High School	50	7	5	1	1	2	16	
Merrickville Public School	23	3				1	4	
Morrisburg "	4							
" Collegiate Institute	47	3		8	8	5	24	
Napanee "	49				23	6	29	
Newmarket High School	28	12	3		7	2	24	
Oshawa "	51	14		1	17	1	33	
Owen Sound Collegiate Institute	78	35	5	2	22	9	73	1
Peterborough Public School	45	23			3		26	
Picton High School	81	19	1	6	15	7	48	1
Port Dover High School	20	5			6	3	14	
Renfrew Collegiate Institute	21				8	4	12	
Richmond Hill High School	22	6			5		11	
Rodney Public School	22	6				2	8	
Seaforth Collegiate Institute	22	14			3	7	24	
Streetsville High School	16	5			3	1	9	
St. Thomas Alma College	8	5		1	4	1	11	
Toronto Havergal College	27	12			10	2	24	
" Harbord St. Coll. Inst.	115	53			54	31	138	
" Jameson Ave. "	21	17			8	7	32	
" Metro. School of Music	6				1		1	
" Parkdale Public School	2	2			1	1	4	
Uxbridge High School	18	6			7		13	
Wallaceburg Public School	64	12			9	3	24	
Windsor Collegiate Institute	127	35	17	1	25	16	94	3
Total	2,641	784	125	93	561	247	1,810	35

TABLE O.—Certificates Awarded to High Schools, Ladies' Colleges, etc., 1902.—
Advanced Course.

Name of school.	Number of students for examination.	Number of Certificates.					Number of teachers' certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial design.	Total proficiency certificates.
Belleville Albert College.....	11	.....	1	2	.....	1	4
“ High School	4	.....	.....	.....	.....	.....	.....
Clinton Collegiate Institute	2	1	.....	2	.....	2	5
London “	196	.....	.....	.....	.....	22	22
“ Mr. Peel's School	11	2	3	5	5	5	20
Markham High School.....	5	.....	.....	1	1	.....	2
St. Thomas Alma College	4	2	.....	1	1	1	5
Toronto Havergal College.....	19	.....	1	6	4	7	18
“ Metropolitan School of Music.....	6	.....	.....	.....	.....	.....	.....
Windsor Collegiate Institute	26	3	1	2	10	4	20
Total	284	8	6	19	21	42	96

TABLE P.—Certificates awarded to High Schools, etc, 1902.—Mechanical Course.

Name of School.	Number of students for examination.	Number of certificates.					Total proficiency certificates.
		Advanced geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced perspective.	
Athens High School	1	1	.....	.....	.....	1	2
Chatham Central School	3	2	.....	.....	.....	3	5
Cobourg Collegiate Institute	1	.....	.....	.....	.....	.....	.....
Goderich	2	2	.....	.....	.....	2	4
London, Mr. Peel's School	2	1	.....	.....	.....	.....	1
Markham High School.....	2	.....	.....	.....	.....	.....	.....
Morrisburgh Collegiate Institute	2	1	.....	.....	.....	1	2
Orillia Collegiate Institute	1	1	.....	.....	.....	.....	1
Peterboro' Public Library.....	15	.....	3	.....	.....	.....	3
Picton High School	1	.....	.....	.....	.....	.....	.....
Port Hope High School.....	1	1	.....	.....	.....	1	2
Windsor Collegiate Institute.....	2	.....	.....	.....	.....	1	1
Total	33	9	3	.....	.....	9	21

TABLE Q.—Certificates awarded to Ladies' Colleges, etc, 1902.—Industrial Art Course.

Name of School.	Number of students for examination.	Number of certificates.					Total certificates.
		Modelling in clay.	Wood-carving.	Photogravure.	Lithography.	Painting on china.	
Toronto, Havergal College	5	.....	3	.....	.....	2	5
Whitby, Miss Montgomery School	2	.....	.....	.....	.....	2	2
	7	.....	3	.....	.....	4	7

TABLE R.—Certificates awarded to Ladies' Colleges, etc, 1902.—Extra Subjects.

Name of School.	Number of students for examination.	Number of certificates.								Total certificates.
		Painting oil colors.	Painting water colors.	Monochrome.	Sepia.	Pen and ink sketches.	Shading from antique.	Shading casts.	Industrial design.	
Belleville, Albert College	10	4	2	.....	.....	.....	.....	.....	3	9
London, Mr. Peel's School	4	.....	2	1	.....	.....	1	1	1	10
St. Thomas, Alma College	9	4	6	.....	2	.....	.....	1	.....	13
Toronto, Havergal College	6	.....	3	.....	.....	.....	.....	.....	1	4
" Loretto Abbey	24	6	5	.....	.....	.....	.....	.....	.....	11
" Miss Byrne's School	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
" Miss Baigent	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whitby, Miss Montgomery's School	3	.....	.....	.....	.....	2	.....	.....	1	3
	60	14	18	1	2	2	1	2	6	50

TEACHERS' FULL CERTIFICATES.

The following full certificates in the Primary and Advanced Courses were awarded in 1902.

1. TEACHERS' FULL CERTIFICATE—PRIMARY COURSE.

Name.	Address.	Name.	Address.
<i>Males.</i>		<i>Females.</i>	
Anderson, F. C.	Athens.	Archibald, Lillian	Hamilton.
*Bowron, Ralph	Hamilton.	Balfour, Effie	Hamilton.
Clemens, Lewis	Toronto.	Brown, Annie	Athens.
Collins, Harry	Chatham.	DeMill, Evaline	Pictou.
Cook, Harry	Hamilton.	Dunham, Rena	Athens.
*Corner, Edward	Hamilton.	Elvin, Veda	Hamilton.
Cumming, Norman S	Hamilton.	Fisher, Mamie	Belleville.
Davis, Frank A	St. Thomas.	Fitz Gerald, Geraldine	Hamilton.
Davis, Harry	Brockville.	Godard, Ruth	Hamilton.
Dunham, Charles	Athens.	Gow, Janet	Windsor.
*Edward, Wesley Grafton	Goderich.	Ham, Edith May	Hamilton.
Ferinbough, Edwin	Hamilton.	*Harris, Eva	Hamilton.
Green, Harold	Athens.	Murray, Elsie	Hamilton.
Hainsworth, Foster	Windsor.	Patterson, Alice	Hamilton.
Hare, Arthur F	Cobourg.	Patterson, Hattie	Brockville.
Hawthorne, Andrew	Hamilton.	Stewart, Eleanor	Athens.
Le Pan, Arthur	Owen Sound.	Taplin, Jessie	Athens.
Maynard, Carman	Toronto.	Wright, Bessie	Hamilton.
Mortimer, George	Brockville.		
Reid, Thomas	Windsor.		
*Ruttan, George	Harriston.		
Sharp, George	Hamilton.		
Wadland, Percy	Hamilton.		

*Honors.

2. TEACHERS FULL CERTIFICATES—ADVANCED COURSE.

Name.	Address.	Names.	Address.
<i>Males.</i>		<i>Females.</i>	
Barron, John Jos	Hamilton.	La Forge, Carrie	Windsor.
Cumining, Norman S	Hamilton.	Price, Sadie	Toronto.
Knowles, Ernest	London.	White, Louise	Hamilton.
Maynard, Carman	Toronto.		
North, Sparling	Hamilton.		
*Smith, Lester V.	Toronto.		
Wilson, Herbert R	Hamilton.		

*Honors.

The competition for the Gold, Silver and Bronze Medals has been discontinued.

Examination Papers.

The total number of examination papers sent out in 1902 was as follows:

Primary Course.

Freehand.....	2,398
Geometry.....	879
Perspective.....	769
Model Drawing.....	2,602
Blackboard Drawing.....	2,556
	<hr/> 9,204

Advanced Course.

Shading, flat.....	147
Outline, round.....	169
Shading, round.....	188
Flower Drawing.....	220
Industrial Design.....	280
	<hr/> 1,004

Mechanical Course.

Advanced Geometry.....	57
Machine Drawing.....	61
Building Construction.....	33
Architectural Design.....	16
Advanced Perspective.....	41
	<hr/> 208
Total.....	<hr/> 10,416

ART SCHOOLS.

Report for the Year Ending 31st December, 1901.

Only four Art Schools were open in 1901.

This may be attributed to the increased interest taken in teaching Drawing in Public and High Schools, Ladies' Colleges, etc.,—(Technical Schools have not reported).—See Tables D. to R.

1. Hamilton Art School.

The Report of the Hamilton Art School for 1901 shows that 204 pupils attended during the school year. The registered attendance, including day and evening classes, was 7,024. The Report says: "Our students continue to get responsible positions, and it seems that there are few cities in Canada or the United States where some ex-pupil of this School cannot be found and who is doing well; 1,729 individual students have attended the School since it was incorporated in 1886."

All of the twenty subjects comprising the Primary, Advanced, Mechanical and Industrial Courses were taught, except Wood Engraving, for which Drawing for Photogravure was substituted. In addition to the extra subjects prescribed by the Education Department, Mathematics, as required by architects, engineers, electricians, etc., was taught, and the school held an examination, and awarded certificates to the successful candidates.

The receipts, including Government grant, were \$2,613.13; expenditure, \$2,576.56. Balance on hand, \$36.57.

2. Kingston Art School.

The Report of the Kingston Art School shows that the attendance of pupils fifteen years of age and over, who took at least 30 lessons, was 40, and only four of these took 40 lessons, the prescribed number. The number of certificates awarded was as follows:

Primary Course, 13 Proficiency Certificates.

Advanced Course, 5 Proficiency Certificates.

Mechanical Course, 2 Proficiency Certificates.

Industrial Art Course, 3 Certificates.

Their Report shows that the following trades and professions were represented in the Evening Classes: Architects, boat-builders, carpenters, clerks, cheese-makers, engineers, electricians, machinists, shipwrights, wood and iron-workers and teachers.

The receipts, including Government grant, were \$574.45; expenditure, \$574.45.

3. London Art School is temporarily closed.

4. Ottawa Art School is temporarily closed.

5. St. Thomas Art School.

The Report of the St. Thomas Art School shows that 54 pupils took from 30 to 79 lessons.

The following trades and professions were reported: Boiler-makers, carpenters, clerks, engineers, machine apprentices, machinists, painters, students, teachers and tinsmiths.

This School is incorporated with St. Thomas Public Library.

The receipts and expenditure are included in the Report of the Public Library.

6. Toronto Art School.

The Report of the Toronto Art School shows that the total number of names on the roll for the session was 215; aggregate attendance, 9,800.

The following trades and occupations were represented:

Architectural Students.....	19	Decorators.....	4
Lithographers.....	28	Jewellers.....	2
Photo Engravers.....	10	Art Ironworkers.....	1
Clerks.....	15	Piano Stringers.....	1
Designers.....	8	Illustrators.....	3
Stenographers.....	7	Sign Writers.....	2
Engravers.....	9	Carpenters.....	2
School Teachers.....	6	Music Teachers.....	2
Photographers.....	2	Pattern Makers.....	2
Piano Action Finishers.....	1	Portrait Painters.....	2
Retouchers.....	3	Bookkeepers.....	3
Wood Carvers.....	4	Draughtsmen.....	1
Glass Stainers.....	2	Harness Maker.....	1
Reporters.....	2	Manufacturers' Agent.....	1
Printers.....	2	Students.....	69
Crayon Artists.....	4		

many of whom are studying with the intention of taking up some branch of art industry.

A course of Illustrated Lectures, in conjunction with the Ontario Society of Artists, was given and fairly attended by the students.

The receipts, including Government grant, were \$3,625.59; expenditure, \$3,496.96. Balance, \$128.63. Liabilities, \$407.65.

7. Ontario Society of Artists.

The Report of the Ontario Society of Artists shows that one hundred and fifty pictures were hung at their Exhibition in March, and 303 pictures were collected and exhibited at the Industrial Exhibition in Toronto.

The Advanced Life Class of the Royal Canadian Academy has been continued, under the management of a joint committee, and the Saturday Night Composition Class has met weekly during the season.

An annual prize of \$200 was awarded at the Annual Exhibition for the best work of the year in the same manner as the two pictures for the Provincial Art Gallery are selected—that is, by a majority vote of the members of the Society.

The total receipts, including Government grant, were \$4,219.02; expenditure, \$2,196.67. Balance on hand, \$2,022.35.

8. Provincial Art Gallery.

The following Pictures were purchased during the year 1902:

*1. Pictures Selected by the Ontario Society of Artists.

Cutts, W., "Squally Weather in the Channel"; Smith, W., "November."

†2. Pictures Selected by the Civic Art Guild.

Carlyle, Florence, "The Tiff"; Hagarty, C. S., "Sorting Fish"; Jefferys, C. W., "Pine Woods"; Manly, C. M., "The Sun Burns Down"; Reid, Mary H., "Pines at Sunset"; Staples, O. P., "Summer"; Tully, S. S., "Flower Market."

These pictures were selected by a Committee of the Civic Art Guild.

LITERARY AND SCIENTIFIC INSTITUTIONS.

1. Hamilton Scientific Association.

The Report of the Hamilton Scientific Association for the year ending 30th April, 1901, shows that they have 175 members. Thirty-three meetings were held, at which the following papers were read and discussed:

Inaugural Address—Dr. S. A. Morgan, President; Birds of New Zealand—Dr. D. V. Lucas; Metric System of Weights and Measures—E. B. Biggar; Matter at Low Temperature—Prof. Lang; The Manufacture of Iron—C. Fox; Life and Culture of Pre-historic Man—Prof. MacCallum; Kingsleys Country of North Devon—A. H. Baker; Natural History Notes—Wm. Yates; Astronomy—D. B. Marsh; The Sun—D. B. Marsh; Chemistry of Creation; A Trip to Venus—Wm. Bruce; The Atmosphere—Rev. R. E. M. Brady; The Planet Neptune—D. B. Marsh; The Weather and Earthquake

* In 1895 the Act made provision that two pictures of the value of \$200 should be paid for out of each annual grant to the Ontario Society of Artists, said pictures to become the property of the Provincial Art Gallery.

† In 1897 the Minister of Education entered into an agreement with the Ontario Society of Artists that if the Society would keep one of the large galleries in the Educational Museum filled with the most recent work of its members, pictures to the value of \$800 would be purchased annually for the Provincial Art Gallery.

Phenomena—R. F. Stupart; The Moon—H. B. Whitton; The Witness of the Stars—Rev. F. E. Howitt; Geological Notes—Col. C. C. Grant; Coral Reefs, Ancient and Modern—Col. C. C. Grant; Geological Notes, continued—Col. C. C. Grant; Notes on Evolution—Col. C. C. Grant; Picture Composition—J. S. Gordon.

The Astronomical Section, with a membership of forty, is now amalgamated with the Society.

The Geological Section has made large additions to the museum, and sent a large number of fossils to other museums, including Ottawa and the British Museum.

The Camera and Biological Sections have done excellent work.

The Museum is open free to the public every Saturday, when conversational lectures are given by Col. Grant and others.

The Journal and Proceedings of the Association for 1901-2, recently published, is well illustrated, and contains some practical papers on various branches of science.

The Library contains a large list of valuable scientific exchanges from Europe, Asia, Africa, America, and Australia.

Receipts, including Government grant, were \$689.75; expenditure, \$521.69. Balance on hand, \$168.06.

2. Ottawa Literary and Scientific Society.

The Report of the Ottawa Literary and Scientific Society for the year ending 30th April, 1901, shows that there are 290 members. The Lecture Course was opened by a largely-attended conversazione, followed by a course of Lectures, viz.:

Royal Game of Golf—Prof. E. E. Prince; Modern Types of Danger Warnings on the Coast—Lieut.-Col. W. P. Anderson; Fauna of the Chilli-wack Valley—J. M. Macoun; Alfred the Great—O. J. Jolliffe; The Pendulum—Dr. O. J. Klotz; Conciliation and Arbitration—W. L. M. King; Ions—Prof. E. Haanel; The Marconi System—D. H. Keeley; The Teachings of Sartor Resartus—G. R. Maxwell; Impeccancy of the King—Dr. Chas. Morse.

The Library is well patronized; 302 volumes were added during the year, making a total of 4,854 volumes. The issue was 5,902.

The Reading Room is well patronized. It contains over fifty leading magazines, reviews, and newspapers.

During the year 180 publications, including pamphlets, charts, magazines, newspapers, etc., were received in exchange, the Spanish, French and German languages being well represented. The total issue of magazines for the year was 1,509.

Receipts, including Government grant, \$1,246.25; expenditure, \$1,212.76. Balance on hand, \$33.49.

3. Institut Canadien Francais d'Ottawa.

The Report of the Institut Canadien Francais d'Ottawa for the year ending 30th April, 1901, shows that Conversational Classes were held weekly from November to May. The subjects studied embraced Agricultural Chemistry, Nature Studies, Electricity, French and English Literature, etc. In addition public lectures by distinguished men from neighboring cities were given, as follows:

"The Regiment of Carignan," Benj. Sutte; "The French Idea in the Province of Quebec and the Loyalty of the French Population to the British

Flag," J. A. Mousseau; "The Future of the French Language on the American Continent," Dr. L. M. Pelletier; "The Dangers to which the French Language is Exposed," Baron St. Elmo de Champ; "Some of the Thoughts of the Great Poet, Victor Hugo," Rev. Father Lejeune; "The Renowned Painters and Young Children," illustrated with colored lantern slides, J. B. Lagace; "The Indian Stream Republic," F. J. Audet; "The Characteristic Moral Traits of Our Forefathers the Normands," Hugues Leroux; "The Secret of the Great Moliere in Producing Laughter," Rev. Father Lejeune; "The Habits of a Class of Coleoptera (scarabea)," A. D. Decelles.

Arrangements have been made for a Lecture on the X-rays by Mr. A. Dion and a Lecture on Elocution by Mr. Prad.

The Library has been successful this year, the books are in glass cases, in excellent order.

The Reading Room is well patronized. It is supplied with twenty-five daily papers in French and English, and 45 reviews, etc., also reports from Scientific Societies in Canada, the United States and the Continent of Europe.

Receipts, including Government grant, \$1,390.37; expenditure, \$1,999.78. Balance due, \$609.41.

4. St. Patrick's Literary and Scientific Association, Ottawa.

The Report of the St. Patrick's Literary and Scientific Association for the year ending 30th April, 1901, shows that they had over one hundred members, with a Library containing 1,342 volumes, which were well circulated. They expended over \$150 for books and \$50.95 for Reading Room. Their assets were \$8,205.49; liabilities \$2,500.

Since their last Report, they have moved into a new and spacious building which cost, with fittings, furniture, etc., nearly \$30,000, and have paid off liabilities.

The building is very complete, with modern appliances for heating, light, etc., large lecture rooms, separate rooms for Library and Reading Room. The Library has glass cases for books, which are in good order. The Reading Room is supplied with three daily newspapers, five weeklies and eight magazines and reviews, and is well patronized. They now have over 300 members, who take great interest in the progress of the Association. They recently realized about \$3,600 from an entertainment and a concert, enabling the Association to pay off all the liabilities shown in their last Report.

5. Ottawa Field Naturalists' Club.

The Report of the Ottawa Field Naturalists' Club for the year ending 30th April, 1901, shows that they have 258 members, and the Club is doing excellent work. Their excursions are very successful. Since Nature Study has become popular, teachers take an interest in obtaining information given by experts at the excursions and sub-excursions.

The Winter Soirees held during the winter were well attended by large audiences. The Lecturers included several gentlemen from other cities. The following programme was carried out:

President's Address "On the Extinction of Useful Animals in Modern Times," Dr. Robt. Bell. At the opening meeting short addresses were given by Dr. J. A. MacCabe, Prof. Macoun, and others, followed with a conversation and exhibition of Natural History objects, etc.; The Relation of Geology to Geography (illustrated by lantern slides)—Prof. R. A. Daly;

Whales and Whale Hunting (illustrated by lantern slides)—Prof. E. E. Prince; The Natural History of Honey Bees—Percy H. Selwyn; The Ferns of Canada (illustrated by lantern slides)—Rev. Dr. R. Campbell; The Present Position of the Evolution Theory—Prof. E. W. MacBride; Native Birds: Their Characteristics and Habits—W. E. Saunders; Notes on the Arboretum at the Central Experimental Farm, Ottawa—W. T. Macoun.

Reports from the Geological, Entomological, Botanical, Zoological and Ornithological branches were presented at these meetings.

*The Ottawa Naturalist, the official organ of the Club, was issued every month. It contains maps, botanical plates, and illustrations of paleontology. The fifteenth volume, just published, contains over fifty papers.

The Library of the Club is in the Ottawa Normal School.

Receipts, including Government grant, \$732.40; expenditure, \$602.12. Balance on hand, \$129.28.

6. Ottawa University Scientific Society.

The Report of the Ottawa University Scientific Society for the year ending 30th April, 1901, shows that the members met once a week to discuss scientific papers prepared by one of their confreres.

Two public lectures were given, viz., "Ireland," illustrated by over one hundred lime-light views, Mr. Topley; "Marconi Method of Wireless Telegraphy," Rev. Dr. H. O. Boyle.

An annual excursion was held to visit Kirk's Ferry, where the study of the formations and lay of up-heaved strata greatly interested those interested in geology.

They have a small, but good, Library of scientific works, a Coll lantern, and an excellent camera, with outfit.

The members of the Society are very enthusiastic in their scientific pursuits.

Receipts, including Government grant, \$172.70; expenditure, \$172.70.

7. Toronto Astronomical Society.

The Report of the Toronto Astronomical Society for the year ending 30th April, 1901, shows that papers were read as follows:

Astronomical Notes of the Past—G. E. Lumsden; Making of a Great Telescope—Dr. J. A. Brashear; The Planets, illustrated—Rev. R. Atkinson; Phenomena of Polarized Light—G. R. Anderson; The Spectroscope in Astronomical Research, illustrated—A. F. Miller; The Pressure of Light in its Astronomical Aspect—Dr. G. F. Hull; The Apex of the Sun's Way—J. A. Patteson.

Prof. de Lury gave a special course of Lectures, as follows:

1. The Cosmos as Understood by the Ancients.
2. The Development of the Copernican Theory.
3. The Newtonian Advance to Physical Astronomy.
4. Special Consideration of the Solar System.
5. La Place's Nebular Hypothesis and Stellar Evolution.

They paid \$339.94 for telescope, etc., in 1901.

Receipts, including Government grant, \$761.25; expenditure, \$473.56. Balance on hand, \$267.67.

8. Toronto Canadian Institute.

The Report of the Canadian Institute for the year ending 30th April, 1901, shows that it has now 204 members. During the past session twenty

* NOTE.—This publication should be in every Public Library in the Province. (S.P.M.)

five papers were read, classified as follows : Geology, 2 ; Forestry, 3 ; Topography, 1 ; Exploration, 2 ; Physics, 1 ; Ornithology, 1 ; Colour Photography, 1 ; Mining, 1 ; Mineralogy, 1 ; Astronomy, 2 ; Ethnology, 1 ; Morphology, 1 ; Biology, 1 ; Arbitration, 1 ; Literature, 1 ; Economics, 1 ; Botany, 1 ; History, 1 ; Miscellaneous, 2.

Fourteen papers were read in the Biological Section, and several summer excursions held.

The Librarian reports that the number of exchanges received during the year is 2,273, and the number of donations 250; number of volumes purchased, 33; the number of books and periodicals taken out during the year, 1,531. The exchanges received, as classified by the Librarian, were from Great Britain and Ireland, Canada, United States, France, Austria, Italy, Germany, Holland, Belgium, Sweden, Norway, Denmark, Russia, Spain, Portugal, Switzerland, India, Australia, South America, Mexico, Japan, Java, Africa, Straits Settlement, China, New Zealand, Jamaica.

Receipts, including Government grant, \$2,769.03; expenditure, including small balance on hand, \$2,769.03.

9. Historical Societies.

The following grants have been paid to Historical Societies:

Lundy's Lane Historical Society.....	\$100
" " Special Grant for Printing	100
Niagara Historical Society.....	100
*Ontario Historical Society.....	600
Peterborough Historical Society.....	100
Wentworth Historical Society.....	100

APPENDIX G.—REPORT OF THE LIBRARIAN OF THE EDUCATION DEPARTMENT, 1902.

To the Honorable Richard Harcourt, M.A., K.C., Minister of Education, for the Province of Ontario:

PART I.—THE EDUCATION LIBRARY.

I. The Library of the Department and Its Functions.

For the information of enquirers, as to the nature and class of literature of which this Departmental Library is composed, I would here repeat the information which was embodied in my Report of last year:—

Although not a general Library, in the ordinary acceptance of that term, yet the Departmental Library has a fair average collection of miscellaneous Books in General Literature and History. Its special function, however, is to provide an abundant supply of such Books on educational subjects as are in constant demand by the Students of the Normal School, and, to a certain extent, books of reference for the use of Masters of Public Schools, High Schools and Collegiate Institutes, as well as of Public School Inspectors and University Students, etc.

The special subjects in regard to which the Library is well supplied with Books "up-to-date," are the following:—

- Kindergarten and Kindred Subjects;
- School Boys and Girls and their Education;
- Human Knowledge—Pursuit of it and Self Education;

* The Pioneer Historical Society formerly paid \$100 per annum, has now been merged in the Ontario Historical Society, increasing their grant from \$500 to \$600.

Juvenile Education—As well as Juvenile Crime and Punishment;
 General Education—School Management and Methods;
 Psychology and Kindred Subjects;
 Conduct, Character and Self-Help;
 Noted Educationists and Educators;
 Women,—Their Education, Duties, etcetera;
 Temperance, Hygiene and Health;
 General Science, Chemistry, Mathematics, etcetera;
 Physiology and Kindred Subjects;
 Physical Education,—Gymnastics and Calisthenics;
 Natural History,—Various Departments;
 Astronomy and Kindred Sciences;
 The English Language,—Words, etcetera;
 General English Literature;
 Miscellaneous Literature, etcetera;
 School House Architecture and Arrangements;
 Education in Ontario and Other Canadian Provinces;
 Education in Great Britain and Ireland;
 Education in the Various British Possessions;
 Education on the Continent of Europe;
 Education in other Countries;
 Industrial Education in Various Countries;
 Education in the United States, (five divisions);
 Roman Catholic Education and the Christian Brothers;
 Sunday Schools and Religious Education;
 Geography and Description of Various Countries;
 Dictionaries and Books of Reference;—Various;
 Educational and Literary Biography;
 Miscellaneous Biography, English, Scotch, Irish;
 French, German, Italian and American Biography, etcetera;
 Female Biography;
 General and Miscellaneous History;
 Political Economy, Philosophy and Kindred Subjects;
 Rhetoric, Elocution, Reading, Composition, etcetera;
 Logic and Reasoning;
 Miscellaneous Stories of Practical Life, etcetera.
 Magazines, Reviews and other Periodicals.

II. Catalogue of Books Relating to Education, etcetera.

The whole of the Books in the Library, on the foregoing Subjects, have been arranged and classified, and their titles have been systematically given in sub-divisions, for easy reference, in a Departmental Catalogue, extending to 268 pages. This Catalogue was published in 1897, and is available to all parties, who are entitled, or who may desire, to obtain Books from the Library.

III. The Ordinary Business Operations of the Library.

The ordinary duties devolving upon the Librarian and his Assistant, are:—

1. The giving out, for a prescribed time, of Books on Teaching, Education and kindred subjects, which form the topics of Instruction in the Normal and Model Schools, directly connected with the Department here in Toronto. These Books are loaned to Students of the Normal School, and to the Masters and other Teachers. To those persons who make spe-

cial requests for particular Books, they are also loaned on similar terms, as provided for in the Official Regulations for the government of the Library.

2. A record of each Book, thus given out, is made in a Register, prepared for that purpose, in which the parties borrowing sign their names in the form of a receipt, and as a guarantee that they will return the Book in a given time, and in good order. In case of damage, the Book is either paid for, or a new one is given in its place.

IV. Duplicate Books—How Disposed Of.

As intimated last year in my Report, a large number of duplicate Books, which had accumulated in the Library, were divided into appropriate lots, and were sent to the Libraries of the Normal College at Hamilton and the Normal School at London. A supply of Books, of various kinds, had already been sent, some years previously, to the Normal School at Ottawa. All accumulations of duplicate Books, Pamphlets, or Magazines, are now laid aside, so as to be sent, at future times, to the Normal Institutions named,—care being taken to only send such duplicates as would prove of interest and value to these establishments.

V. Yearly Record of Books Loaned to Students and Others.

It is a matter of interest to note the number of Books which are taken out by students monthly, in each year. The number thus taken out varies, as the number of students in attendance in each year varies, and as the special subjects, being taught, require certain Books to be consulted:

Given out in month of	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902
January.....	159	334	375	354	573	699	608	484	526	518	542
February.....	431	764	609	804	1,040	1,370	928	868	948	1,124	959
March.....	617	944	585	1,034	1,270	1,702	1,393	1,158	1,454	1,563	1,084
April.....	467	897	991	627	1,021	1,111	882	848	766	997	1,187
May.....	546	814	694	633	843	923	969	895	911	867	832
June.....	332	461	332	354	400	609	677	518	540	576	510
July.....	69	54	47	223	32	254	265	256	231	317	336
August.....	100	97	48	100	16	184	233	329	224	176	233
September.....	526	370	344	415	295	514	410	489	432	411	538
October.....	1,263	1,148	1,010	1,130	1,170	1,200	1,043	1,018	1,312	1,058	958
November.....	1,136	1,004	1,039	1,063	1,268	1,099	1,024	1,034	1,229	1,014	1,158
December.....	693	559	540	597	752	704	464	549	547	516	535
	6,339	7,446	6,614	7,334	8,680	10,369	8,896	8,447	9,120	9,137	8,872

VI. Number and Subjects of the Books Purchased in the Years 1892-1902.

Year.	Volumes.	Subjects.
1892.....	388	Education. Science. Literature. Text books. Miscellaneous.
1893.....	290	
1894.....	257	
1895.....	430	
1896.....	495	
1897.....	476	
1898.....	533	
1899.....	315	
1900.....	275	
1901.....	164	
1902.....	304	

VII. The Number of Books Purchased in 1900-1902 was as Follows :

Subjects.	1900	1901	1902
Pedagogy	23	29	40
Science (Political Economy, Anthropology, etc.)	24	8	11
Philosophy and Ethics	5	12	9
Industrial and Domestic Science	23	2	8
Poetry	18	1	1
Fiction, or Practical Life	26	5	9
Literature	78	3	46
Text Books	65	32	45
Miscellaneous (History, Biography, Reference Books)	13	72	102
Natural History and Nature Study			33
Totals	275	164	304

VIII. Number of Books Donated to the Library in 1898-1902.

	1898	1899	1900	1901	1902
Text Books	49	74	65	111	41
Miscellaneous			7	13	54
Totals	49	74	72	124	95

IX. Newspapers and Magazines Received During the Years 1900-1902.

	1900	1901	1902
Number of daily and weekly newspapers	86	91	88
“ magazines and other periodicals	100	102	100
Totals	186	193	188

X. Books, Magazines, Etc., Bound During the Years 1893-1902.

1893	1894	1895	1896	1897	1898	1899	1900	1901	1902
109	136	141	98	99	90	94	37	83	71

Also twenty volumes were sent to the Binder to have the Official Stamp of the Education Department affixed.

XI. Official Reports on Education in Different Countries Received During 1901-1902.

	1901	1902
From Great Britain and Ireland	26	43
Various Provinces of the Dominion	42	42
Australasia :		
Victoria		5
New South Wales	1	3
South Australia		1
Western Australia	1	1
Queensland	1	
Tasmania	1	1
New Zealand	9	29
Other British Possessions :		
Mauritius		1
Cape of Good Hope	1	1
Natal	1	1
Jamaica	2	1

XI. Official Reports on Education.—Continued.

	1901	1902
Other British Possessions :		
Barbadoes	1	1
British Guiana	1	2
Straits Settlements	1	
Hong Kong		1
Various States of the American Union	117	54
Miscellaneous :		
Brazil.		3
Argentine Republic	16	12
Uruguay	1	
Costa Rica		
France		8
Germany	1	
Portugal		2
Switzerland	4	6
Italy	19	29
Mexico		1
Japan.....	1	
	247	248

XII. Miscellaneous Pamphlets Received in 1901-1902.

	1901	1902
From various countries	80	75
From the Dominion of Canada and Provinces.....	28	74
	108	149

XIII. Various Catalogues of Historical and Other Rare Books.

I can add nothing to what I have said previously, as to the desirability of printing the interesting and valuable manuscript Catalogues, which have been prepared with that view. In my year's Report for 1900, on this subject, I said:—

“1. Education.—The catalogue of books relating to various subjects of Education and kindred subjects for the use of students, teachers and others has been reprinted. The present catalogue is a reprint, with large additions, of a catalogue of a more contracted character, printed in 1886.

“2.—History of Canada.—A supplement of the catalogue of our very extensive variety of books on the Dominion of Canada and its various Provinces, printed in 1890, was partly revised in 1899, and can be completed at any time for reprinting, when so desired. The various Historical Societies avail themselves of this collection of historical books—the members of which express themselves greatly pleased with the extent and variety of the books in this collection.

“3. Miscellaneous.—As stated in my Report of 1896, we have Catalogues in manuscript of, (1) books on the classics and kindred subjects, (2) of works of art, and (3), of a number of rare text-books, dictionaries, etc., presented to the Library by the venerable Dr. Scadding, ex-Master of Upper Canada College.

“4. I would again recommend that the revised Catalogue of Books on the various Provinces of the Dominion be reprinted. At present, reference has to be made to the old Catalogue of 1890—since then we have very nearly doubled the number of Books on this most interesting subject—many of them, and especially of the new collection, of rare value. Of this older collection, not less than fifty-four volumes were printed before the beginning of the nineteenth century. The Canadian part of the Library is rich in poetry written by persons in the Dominion of Canada.”

PART II. HISTORIOGRAPHY.

1. Documentary History of Education in Upper Canada;
Volume IX., 1850-1851.

Volume IX. of the "Documentary History of Education in Upper Canada," completed this year, deals largely with the educational events of an important transitional year. It narrates in detail the circumstances which led to the passage of the Public School Act of 1850, which has justly been regarded as the "Charter of our School System." The Volume also gives, in full, the voluminous and somewhat acrimonious correspondence which took place in 1850 and 1851 between the Honourable and Right Reverend Doctor Strachan, Bishop of Toronto, and the Imperial and Provincial Governments on the establishment of a proposed "Church University"—subsequently named by the Bishop as "Trinity College University."

The University Acts of 1849 and 1850 were only passed after a prolonged struggle, which dated back to the time when the previous effort had been made to settle this very troublesome "University Question" in 1837.

"A Brief History of King's College in Upper Canada, From its First term in 1797 to its Suppression in 1850," is the title of a document originally printed in a separate form, chiefly for circulation in England, by the promoters of Trinity College. It has no signature attached to it; but, having been favoured with the loan of a large Volume of Manuscripts, entitled: "Original Documents: Church University," I found that this original Document is in Bishop Strachan's well-known handwriting, with sundry erasures and additions,—the most important of which I have reproduced in the copy, as reprinted in this Volume.

The Ninth Volume of this "Documentary History" also contains a record of the Proceedings of certain Churches, representing existing Colleges, on the University Question of the day.

This Volume also includes two important Documents by Doctor Ryerson:

1. An Appeal to the Inhabitants of Upper Canada in Favour of Free Schools.

2. Annual School Report for the year 1850.

3. Also, a Series of Circulars, explanatory of the Provisions of the New School Law of 1850, and various suggestions as to how these Provisions of the Act could be most satisfactorily brought into successful operation.

I have sought thus to group into separate Chapters the Educational Proceedings of the several Public Bodies. In many of the cases there did not seem to be any immediate connection between the Proceedings of the Legislature and those of the other Bodies, having a separate organization. Yet, it very frequently was found, that there was a sort of interdependence the one on the other, which influenced their separate action, more or less.

In thus grouping the several Chapters, in the Volume, I have endeavoured to give a separate, yet a connected narrative, of the Educational Events of the years named, arranging that narrative in what I believed to be the order of its interest and importance,—carefully avoiding repetition, or overlapping, of topics, or subjects.

I need only refer here to the great difficulty which has been experienced in collecting from miscellaneous and, in some cases, from unexpected sources, the materials, which go to make up these several Volumes, and then arranging that material in somewhat like systematic order, so as to give a comprehensive birds-eye view, for the specified years, of the entire collection of separate Educational Papers and Documents as a whole.

PART III. SCHOOL ROOM DECORATION, ETC.

I have procured a few more illustrations for the proposed publication on School Room Decoration. These illustrations, including some from notable books on English History, now number about fifty. In that collection we have over forty photographs of statues and monuments erected in different parts of the Dominion and elsewhere. These, with from fifteen to twenty pictures illustrative of British history, taken from the illustrated edition of Green's "History of the English People"—as suggested to me by a prominent English publisher,—would make, with the appropriate letter press, a most attractive compilation of Canadian History in brief, which might serve the double purpose of suggesting to School Trustees appropriate subjects for School Room Decoration, and also as a Pictorial aid to Teachers, in giving instruction in Canadian history.

This matter of School Room Decoration has lately attracted a good deal of attention, especially in the United States, notably in New England and in the adjoining State of New York. The Regents of the University of that State have, quite recently, published an elaborate volume of 420 pages, devoted to the double subject of "Travelling Pictures and School Room Decoration." This volume contains about one hundred illustrative pictures, relating to History, Art, etc.

The subject of beautifying the School Rooms in English Schools has also engaged the attention of practical educationists in England, and efforts are now being made to promote this movement generally.

As already reported, I have made arrangements with the Grand Trunk and Canadian Pacific Railway Companies, whereby the large pictures of various places in the Dominion, which these companies have published, may be made available by Trustees for School Room Decoration.

Another effective form for such decoration is the grouping together of a number of the birds of life size, which are coloured from nature, and which are now available from collections of such birds published in the United States. I have already procured a private collection as samples.

Coloured pictures of Indians of the various tribes in the Northwest can also now be procured, and, as grouped, may be made to present very striking and effective pictures. They might be made the means of interesting children in Geographical Lessons, relating to that part of our Dominion. I have also procured samples of these coloured pictures.

Two very striking pictures in colours of, (1), the "Discovery of Lake Champlain," and (2) the "Battle of Queenston Heights"—prepared by Mr. J. D. Kelly of this city, were referred to in my last Report as available for School Room Decoration.

I may mention also, that, arising out of the notable historical events of this year, connected with the Coronation of His Majesty King Edward VII., a number of admirably coloured likenesses of the King and of Queen Alexandra can now be procured, and made available for School Room Decoration.

Manners of School Children

At the request of His Honour the Lieutenant-Governor, I have prepared a resume of the regulations in force in this Province, and elsewhere, on the subject of School Room Discipline. The Governor has informed me that he has transferred the papers on this subject to you, as Minister.

J. GEORGE HODGINS,

Librarian and Historiographer of the Education Department of Ontario.

Toronto, December, 1902.

APPENDIX H.—ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Name of School.	Entrance Examination, June, 1902.		Name of School.	Entrance Examination, June, 1902.	
	Examined.	Passed.		Examined.	Passed.
Collegiate Institutes.			High Schools.		
Aylmer	99	78	Dutton	66	52
Barrie	118	87	Elora	34	33
Brantford	189	156	Essex	51	44
Brockville	97	81	Fergus	67	54
Chatham	157	151	Forest	42	31
Clinton	59	51	Fort William	24	17
Cobourg	72	59	Gananouque	62	47
Collingwood	87	52	Georgetown	40	35
Galt	141	109	Glencoe	60	47
Goderich	97	83	Gravenhurst	50	36
Guelph	117	108	Grimsby	33	32
Hamilton	573	427	Hagersville	59	51
Ingersoll	87	71	Harrison	36	32
Kingston	211	184	Hawkesbury	32	22
Lindsay	37	22	Iroquois	62	35
London	336	306	Kemptville	59	37
Morrisburg	99	64	Kincardine	73	42
Napanee	105	60	Leamington	60	41
Niagara Falls	61	57	Listowel	96	75
Ottawa	359	293	Lucan	114	81
Orillia	93	71	Madoc	90	52
Owen Sound	163	119	Markham	106	82
Perth	113	76	Meaford	47	39
Peterborough	170	121	Mitchell	85	71
Renfrew	139	109	Mount Forest	51	42
Ridgetown	54	42	Newburgh	72	42
St. Catharines	81	65	Newcastle	18	14
St. Mary's	107	84	Newmarket	51	40
St. Thomas	194	132	Niagara	18	16
Sarnia	144	119	Niagara Falls South	30	24
Seaford	74	58	North Bay	30	22
Stratford	209	160	Norwood	65	50
Strathroy	139	102	Oakville	61	56
Toronto (Harbord St.)	372	252	Omamee	40	30
" (Jameson Ave.)	184	123	Orangeville	69	55
" (Jarvis St.)	248	168	Oshawa	82	77
Whitby	61	48	Paris	62	52
Windsor	140	126	Parkhill	84	63
Woodstock	155	111	Pembroke	115	71
High Schools.			Petrolia	67	44
Alexandria	89	53	Pictou	159	76
Almonte	48	38	Port Arthur	30	23
Arnprior	72	50	Port Dover	29	19
Arthur	54	41	Port Elgin	88	60
Athens	108	72	Port Hope	71	63
Aurora	54	42	Port Perry	53	42
Beamsville	42	36	Port Rowan	33	25
Belleville	212	160	Prescott	55	34
Berlin	96	86	Rat Portage	51	30
Bowmanville	59	49	Richmond Hill	47	37
Bradford	39	33	Sault Ste. Marie	9	8
Brampton	74	53	Simcoe	102	74
Brighton	43	34	Smith's Falls	68	51
Caledonia	54	44	Smithville	32	27
Campbellford	73	37	Stirling	62	41
Carleton Place	70	49	Streetsville	24	16
Cayuga	45	36	Sydenham	96	74
Colborne	47	40	Thorold	49	32
Cornwall	136	71	Tilsonburg	60	44
Deseronto	54	35	Toronto Junction	107	70
Dundas	64	44	Trenton	44	37
Dunnville	74	63	Uxbridge	64	49
			Vankleek Hill	86	48
			Vienna	33	26

APPENDIX H.—Continued.

Name of School.	Entrance Examination, June, 1902.		Name of School.	Entrance Examination, June, 1902.	
	Examined.	Passed.		Examined.	Passed.
High Schools.			Other places.		
Walkerton	66	53	Crediton	30	17
Wardsville	22	16	Crosshill	15	14
Waterdown	35	29	Cumberland	44	20
Waterford	51	40	Delhi	41	33
Watford	65	47	Delta	35	27
Welland	30	30	Dickinson's Landing.....	28	8
Weston	35	26	Drayton	46	36
Warton	43	31	Dresden	48	45
Williamstown	31	18	Dryden	6	4
Other places.			Dundalk	33	20
Aberfoyle	23	20	Dungannon	34	27
Acton	37	26	Durham	63	37
Alliston	46	33	East Toronto	31	16
Alton	6	5	Eglinton	25	25
Alvinston	51	35	Elmira	22	21
Ameliasburg	37	20	Elmvale	42	21
Amherstburg	44	34	Embro	34	26
Ancaster	36	29	Erin	37	29
Angus	19	12	Exeter	62	54
Apsley	4	4	Fenelon Falls	13	9
Arkona	16	11	Finch	62	25
Aultsville	26	13	Fingal	64	58
Avonmore	43	26	Flesherton	45	35
Ayr	26	16	Florence	28	17
Bailieboro	16	11	Fordwich	25	20
Baucroft	20	11	Fort Frances	12	9
Bath	44	22	Glen Allan	13	13
Bayfield	11	9	Gore Bay	25	15
Belle River	29	12	Grand Valley	40	25
Beaverton	20	14	Hall's Bridge	3	2
Beeton	12	12	Hanover	27	25
Belmont	44	29	Harrow	22	18
Bethany	38	30	Hastings	14	8
Binbrook	29	19	Havelock	9	6
Blackstock	17	13	Hensall	21	13
Blenheim	64	54	Heathcote	14	9
Blyth	27	19	Highgate	26	21
Bobcaygeon	30	17	Hilladale	34	25
Bolton	39	30	Hintonburgh	38	27
Bothwell	22	16	Horning's Mills	9	8
Bracebridge	50	32	Huntsville	33	22
Bridgeburg	29	25	Jarvis	34	24
Brigden	30	21	Keene	16	14
Bruce Mines	25	16	Kingsville	38	23
Brussels	52	45	Kintail	13	11
Burford	23	21	Kirkfield	26	20
Burk's Falls	33	24	Lakefield	46	38
Burlington	31	22	Lanark	65	44
Burritt's Rapids	14	8	Lancaster	10	5
Cannington	22	19	Laurel	12	11
Cardinal	15	6	Lion's Head	9	7
Carp	36	11	Little Current	11	7
Castleton	10	7	Little Britain	24	17
Charleston	25	18	London East	175	132
Chatsworth	22	19	Lucknow	43	31
Chesley	47	33	Magnetawan	6	5
Chesterville	58	34	Manitowaning	17	11
Claremont	11	10	Manotick	26	21
Clifford	10	10	Markdale	25	12
Comber	16	10	Marshville	25	22
Cookstown	27	18	Marksville	7	5
Copper Cliff	11	9	Marsville	15	15
Courtright	24	17	Mattawa	12	6
Creemore	9	4	Maxville	58	32
			Merlin	42	39
			Merrickville	37	16

APPENDIX H.—*Concluded.*

Name of School.	Entrance examination, June, 1902.	
	Examined.	Passed.
Metcalf	46	20
Midland	49	27
Mildmay	17	16
Millbrook	27	23
Milton	77	67
Milverton	28	26
Minden	13	12
Moorefield	11	11
Mount Hope	21	12
Nepigon	4	4
Newboro'	32	21
New Hamburg	35	33
Neustadt	7	3
North Augusta	17	8
North Gower	25	19
North Lancaster	18	9
Norwich	44	31
Oil Springs	26	19
Orono	27	23
Otterville	21	18
Paisley	52	35
Fakenham	36	28
Palmerston	29	23
Parry Sound	40	35
Pelée Island	1	1
Pelham S. S. No. 2.	28	23
Penetanguishene	25	23
Plantagenet	27	10
Plattsville	22	11
Port Colborne	37	31
Port Dalhousie	54	42
Port Stanley	27	18
Princeton	17	9
Powassan	29	22
Randwick	5	5
Riceville	20	10
Richmond	28	14
Ridgeway	30	21
Ripley	24	18
Rockton	43	27
Rockwood	22	18
Rodney	37	33
Rosemont	17	12
Russell	19	11
St. George	7	5
St. Helen's	13	10
Sandwich	22	16
Schomberg	13	9
Schreiber	11	9
Selkirk	34	19
Sharbot Lake	23	17
Shelburne	36	26
South Mountain	28	13
Sparta	17	16
Spencerville	25	10

Name of School.	Entrance examination, June, 1902.	
	Examined.	Passed.
Springfield	32	26
Stayner	60	48
Stoney Creek	33	26
Strabane	42	34
Stroud	29	23
Sturgeon Falls	16	10
Sudbury	28	17
Sutton West	23	17
Tamworth	26	17
Tara	25	18
Tavistock	17	8
Tecumseh	16	8
Teeswater	36	27
Thamesville	38	30
Theford	30	15
Thessalon	24	12
Thornbury	36	23
Tilbury	40	30
Tiverton	21	13
Tottenham	30	26
Tweed	45	34
Uppergrove	41	28
Wallaceburg	51	48
Warkworth	24	17
Waubauskene	36	22
Webbwood	13	4
Wellington	30	23
West Lorne	36	26
Westport Separate School	33	22
Winchester	118	69
Wheatley	14	13
Wilkesport	27	7
Wingham	57	46
Woodbridge	20	16
Woodville	29	15
Wolfe Island	23	19
Wooler	21	13
Wroxeter	36	21
Wyoming	49	35
Zephyr	23	18
Zurich	19	12

Summary.		
Collegiate Institutes.....	5,941	4,585
High Schools	5,805	4,248
Other Schools	6,341	4,467
Grand total	18,087	13,300
Comparison with June, 1901.		
Increase	938	1,071

REPORT
OF THE
MINISTER OF EDUCATION,
PROVINCE OF ONTARIO,
FOR THE YEAR 1902.

PART II.

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



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1903.

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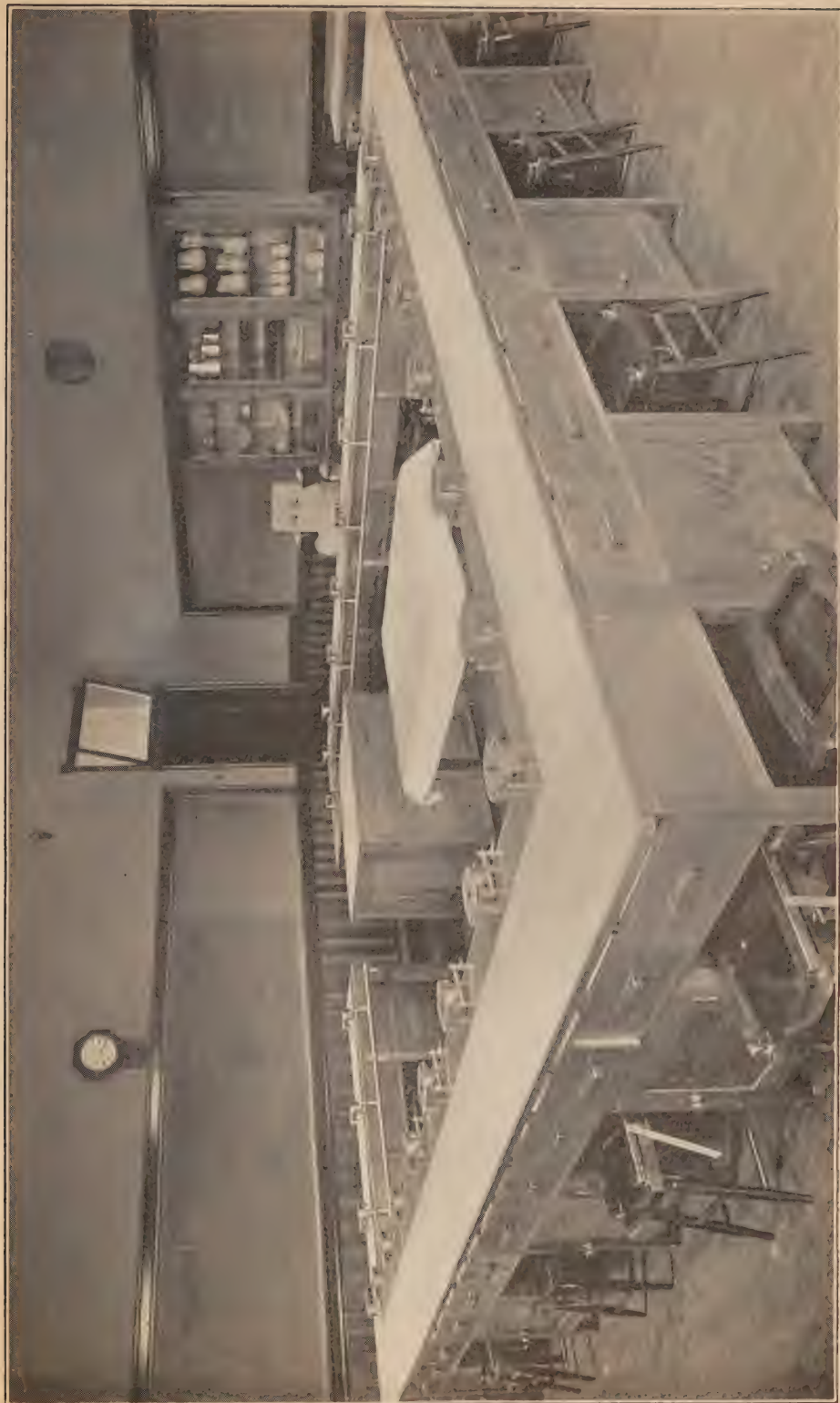
Sperdy School Amherstburg Ont.
BUILT A.D. 1820

A RELIC OF THE EARLY YEARS OF LAST CENTURY.

This is a neat specimen of a log School House, and, although it has not been used for school purposes for some years, it is still standing. It was the principal school in that locality for several years.



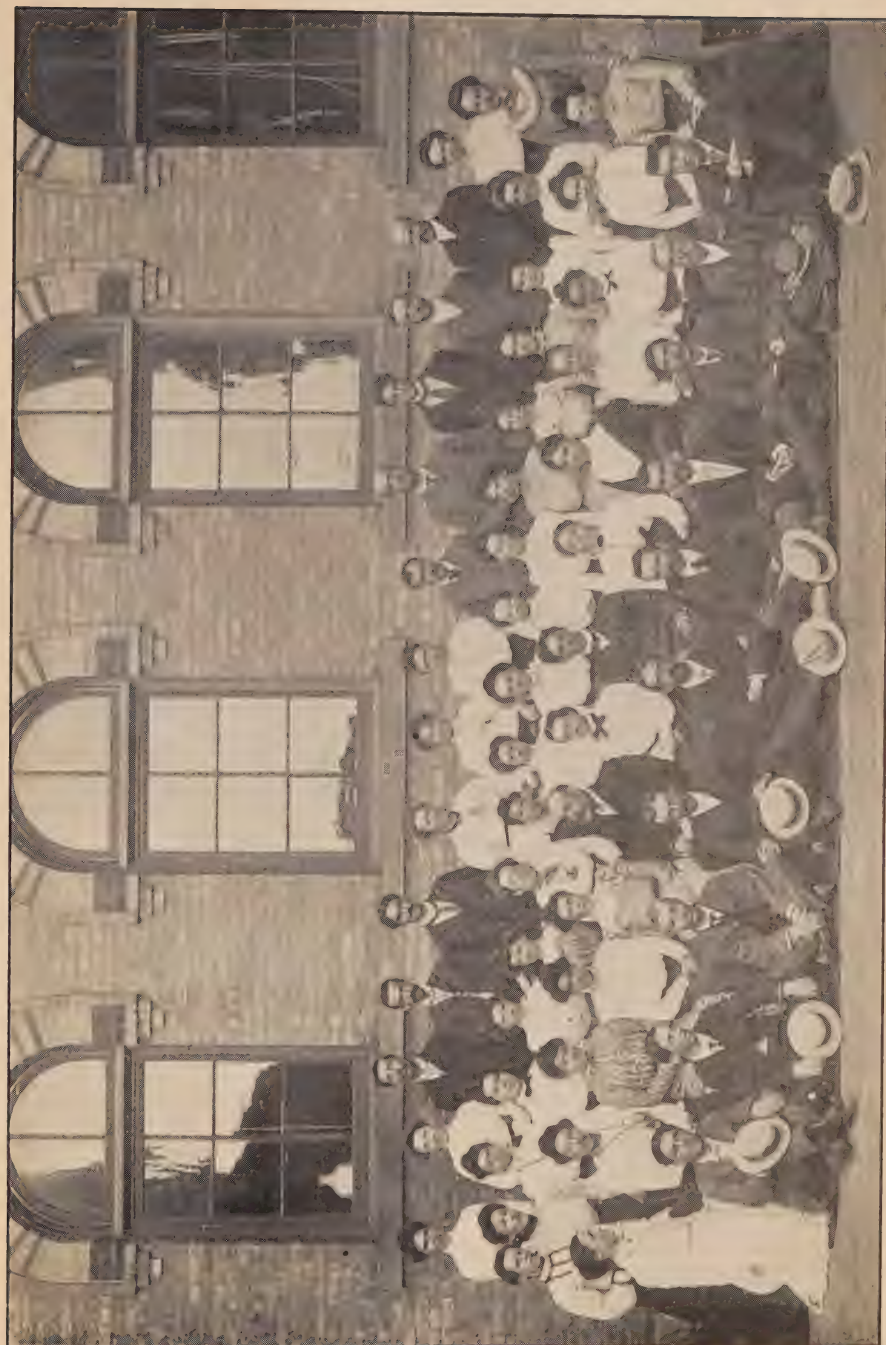
Domestic Science Laboratory, Ontario Normal College, Hamilton



Domestic Science Laboratory, Ontario Normal College, Hamilton



Creighton Street Manual Training Centre, Ottawa.



Manual Training Class, Summer School, Toronto, 1902.

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1902.

PART II.

APPENDIX I.—*MANUAL TRAINING SCHOOLS.*

Report of Inspector Leake.

Hon. Richard Harcourt, M.A., K.C., Minister of Education :

Sir,—I have the honor to submit to you, my second annual report on Manual Training, as carried on in the Province of Ontario, during the year ending December 31st, 1902. Prior to October 1st, 1902, my position was that of Director of the Macdonald Manual Training Schools, and from that date, Inspector of Technical Education under your Department. Technical Education in this instance, according to the Order-in-Council relating to my appointment, is taken to include Manual Training, Household Science and Art, Drawing, etc. The distinction between Manual Training and Technical Education is not yet clearly understood, and needs to be enforced, as the two are generally confounded. The work that is being done, is excellent and in every way the best preparation for Technical Education, but it is not Technical Education properly so-called. If we except the School of Practical Science, the different Commercial Courses, and all forms of drawing there is little or no Technical Education in the Province. A sure foundation is being laid on which can be safely and securely built a real and permanent system. We are doing well to avoid the mistake of some other countries, in attempting to organize a system without having trained a population to be in a fit state to take advantage of it.

Centres Opened.

The Manual Training Schools opened up to the end of the year number eighteen, and are fairly scattered throughout the Province. Their distribution is as follows :

Toronto.

Wellesley School (20), Givens Street School (29), Dufferin School (20), Ryerson School (20), Normal School (26). The centres at the four public

schools accommodate, at present, two classes in the forenoon, and one in the afternoon. Each thus gives instruction to 300 boys per week. At the Normal School four classes from the Model School are taken, and two classes of students. The total receiving instruction in the city is thus 1,336.

Ottawa.

Elgin Street (20), George Street (20), Creighton Street (20), Archibald Street (20), Wellington Street (20), Cambridge Street (20), Model School (20).

One class is held each forenoon, and one each afternoon. In the preceding term three classes of Normal Students were held weekly. This gives a total accommodation for the city of 1,654 pupils per week.

Brockville.

One centre equipped for thirty boys, i. e., 300 per week. Those students of the Collegiate Institute, who were intending to be teachers, were given a course of Cardboard Modelling, suitable for public schools. The centres in the three towns above named, are supported entirely by the Macdonald Manual Training Fund and the same fund also supplies the teacher for London Normal School.

Brantford.

This centre is fitted to accommodate twenty and the equipment is loaned by the Macdonald Manual Training Fund. A separate building, in close proximity to the Collegiate Institute and public schools, has been erected for woodwork.

Stratford.

The equipment here is for twenty-five boys, and a very fine structure has been put up to accommodate all forms of the work under the one roof. It is intended at a future date to equip the basement for metal working, a purpose for which it is admirably suited.

Renfrew.

Two ends of the large assembly hall at the Collegiate Institute have been partitioned off thus providing two rooms, one for woodwork and the other for Household Science, leaving in the centre, a hall large enough for all other purposes required. From January to June a teacher was supplied by the Macdonald Fund, owing to the inability of the Board to obtain one. The Department is now in charge of a permanent teacher, engaged by the School Board.

Kingston.

A room in the basement of the Collegiate Institute is fitted up for eighteen boys and the equipment is of the highest character.

Woodstock.

An old gymnasium has been well adapted and equipped for twenty boys. Lathes are being put in and when the equipment is completed it will be excellent in every way.

Total Accommodation in the Province.

From the particulars given above respecting each centre it will be seen that when the equipment is utilized to its fullest extent that there is accommodation in the Province for more than 4,620 boys to take Manual Training every week.

Household Science.

Household Science is in active operation in Toronto, Ottawa, Stratford, Renfrew, London, Hamilton, and Brantford, while up-to-date equipments are being placed in the Normal College at Hamilton and in the Normal School at Ottawa. The girls from the Toronto public schools are taken at the Lillian Massey School of Household Science and Art, the best equipped, organized and taught School in the Province and probably in the Dominion. This school also undertakes Normal work, and under the able direction of Miss Norris, splendidly assisted by Miss Curzon, B.A., promises to do much to solve the thorny question of the supply of qualified teachers.

Manufacture of Equipment.

All the equipment purchased by the Macdonald Fund during the past twelve months has been obtained from Canadian manufacturers, and in all other cases locally. We have found that we can obtain a bench made in Canada in every respect equal, and in many superior, to the one made in the States, though the first benches purchased here, from being made of unseasoned lumber, did not lead to this conclusion. There seems to be here a remunerative field for a new industry, and what is wanted now is for some firm of repute to take the matter in hand, and lay itself out for equipping schools for this department of work.

Evening Classes.

The possession of a Manual Training Centre with properly qualified teachers offers another field of work that appears to have been overlooked. Evening classes in various technical and practical subjects should be organized and put in an effective condition. For those who are otherwise engaged in the day time, such classes would prove a great service. Their formation should not be a matter of much difficulty, as all the requirements are close at hand. They should be recognized and aided by the Department, and such aid and recognition would do much to foster their inauguration and stimulate their progress.

Progress.

Considering the shortness of the time that this movement has been in progress, and the comparatively large extension of the work in the Province, the progress made may fairly be regarded with satisfaction ; but there is still room for much greater development. There are yet eight cities and a large number of towns without Manual Training of any form. In a number of these the advantages of the subject only need to be brought to the notice of the people, to ensure its introduction.

Obstacles.

Many causes stand in the way of the more rapid and extensive adoption of some form of practical work, but the chief of these are :

1. The expense necessary.
2. Pressure of other studies.
3. Lack of competent teachers.

Expense.

Owing to a special room being required and a large number of tools, this expense is much greater than is the case with any other subject in the school curriculum. The Education Department has done, and is doing, much to overcome this objection by the awarding of liberal grants, and it is to be

hoped that, considering the importance of the work, and the influence it is capable of exerting upon the educational and industrial life of the Province, the Legislature will see fit to vote a largely increased sum towards this object. The most economical and also most effective method of carrying on the work is by the union of the two or three School Boards, as the case may be, each paying its proportion of the cost, according to the time taken, e.g.: Stratford sends to the Manual Training room seven classes from the Public Schools, three classes from the Collegiate Institute and one class from the Separate School, and the expense is borne by the respective Boards in this proportion. The work is controlled by a joint committee, composed of representatives of the three boards. Greater advantage should be taken of the Act of last session giving power to School Boards to combine for this purpose.

Departmental Grants.

The grants awarded by the Department should, owing to the greater expenditure required, be at first larger than those awarded for other subjects, but should remain so for only a limited period, as special grants can only be justified under special circumstances. They could be gradually reduced as the subjects commended themselves until Manual Training is placed in its proper position in the educational system, and that is, on exactly the same footing as other school subjects.

Pressure of Other Subjects.

I have much sympathy with those teachers who say: "We have too many subjects, and too little time to devote to them already, without another being added." This aspect of the question has been dealt with by Mr. John Seath, B.A., High School Inspector, in his report on the High School Course issued in 1901. In this report many valuable suggestions are made, the adoption of which would do much to lessen or remove altogether the force of this objection to the introduction of Manual Training into those places where it does not at present exist. Notwithstanding this difficulty, the fact remains that many schools have found it possible to introduce Manual Training without, at least, any detriment to the other branches of the curriculum, and in some cases, according to reports, with positive advantage.

Lack of Competent Teachers.

Both the above objections are much more easily overcome than the third one—the lack of competent teachers. We have been able to do a little, though very little, towards surmounting it. A course for teachers wishing to qualify as Instructors was held in Ottawa from February to July, a period of six months. The United States, which is the only country in the world which has paid the attention to this aspect of the subject, that its importance deserves, has training classes for this purpose lasting for two years, and students who have merely a High School training, have to take an introductory course of one or two years, before they are allowed to enter upon the course proper. Under these circumstances our six months' course seems all too short, but in the present state of opinion and lack of resources of many desirable candidates this was the most that could be accomplished. Many men who wished to take up this work had already spent a year at the Normal College, Hamilton, and some of them two or three years at the University, and for these reasons were unable to remain another lengthened period. With the time at the disposal of the students a great amount of work was done, and every teacher who obtained the diploma is

well qualified to teach Elementary Manual Training. Fifteen students attended the course—ten men and five women. Eight of these received a Government bonus of \$100, and \$20 from the Macdonald Fund in order to enable them to live in Ottawa during the six months the course continued. Four of the men held first-class certificates, and four of them were graduates or undergraduates of Canadian Universities.

Location of Teachers.

Two teachers trained in this Province are now employed in British Columbia, and one in New Brunswick. Others who commenced their work here are teaching in Calgary, Regina and Quebec. At the conclusion of their term of training, three students proceeded to the United States, but have now returned, having been offered appointments as Manual Training Instructors in the Dominion. Brantford, Stratford, Ottawa, Toronto, Renfrew and Brockville are also supplied with teachers trained in this Province.

Syllabus of Work.

In order that a certain amount of uniformity should be maintained with the only other course held in the Dominion (Truro, Nova Scotia), the scheme was drawn up in conjunction with the Director of the Macdonald Fund for that Province, and the two courses were conducted practically and theoretically on the same lines. The syllabus of work reads as follows :

Students to have received Normal School training or to produce satisfactory evidence of at least one year of experience in successful teaching. Age to be not under twenty years, and evidence as to good character and general fitness for training to be furnished.

Students will be received on probation. The Faculty of the school reserve the right to advise any student who may show little aptitude for the work to discontinue the course.

The course will commence in January and continue for a period of six months.

The work will consist of :

1. Drawing.
2. Bench work.
3. Theory.
4. Observation and Practice Teaching.

(a) Freehand. Simple drawing of ornament from the flat and from casts. Elementary shading from the cast. Drawing of objects involving the rules of perspective. Sketching of leaves, details of seed, fruit, etc., timber trees from natural forms, tools and their construction. Blackboard drawing for demonstration purposes.

(b) Mechanical Drawing. Orthographic or right lined projection ; descriptive or practical geometry as contained in the authorized text books ; scale drawing by standard and metric measurement ; isometric and conventional drawing. The representation by one or more of these methods, or a combination of them, of every piece of work performed at the bench.

The working of a series of models or exercises in wood graduated to form an educational course suitable for three years' work in Public Schools.

The making of at least six of these models to show, for teaching purposes, the sequence of the various operations. The making of a selection of models from the leading courses of Europe and America. The construction of joints commonly used by woodworkers, including the various forms of halving, mortising, dove-tailing, scarfing, etc. The designing and making of original models in place of any specified models in the graduated scheme.

On the completion of the course the models will become the property of the student. The bench work will include the use of various woods, glue, nails, screws, etc., and all the principal woodworking tools.

The history and practice of educational woodwork. The various systems. School management. The planning and arrangement of Manual Training rooms. The preparation of "notes of lessons." The arrangement of Demonstration and Object Lessons. The nature and properties of various materials used. The growth and structure of coniferous and broad-leaved trees. The felling, seasoning and conversion of timber, its faults and defects. Various methods of finishing wood, as shellacing, varnishing, etc.

The Macdonald Training Schools of the district will be open to the students for observation and practice. During the latter half of the course students will be required to spend some portion of each week in actual teaching under the observation, and subject to the criticism, of the faculty of the school.

At the end of the course an examination will be held to discover the student's ability in each of the foregoing branches.

1. Tests will be made of the student's knowledge of projection and its practical application to woodwork, also his ability to draw from memory portions of tools, leaves of trees, etc. Time, four hours.

2. A practical examination in bench work will be conducted to test the student's skill in the use of tools, and his general methods of working. This will be conducted by special examiners appointed by the Board of Examiners. An examination will be made of the student's knowledge of the various woods and of his ability to identify actual specimens. Time, four hours.

3. A written examination in the history and practice of educational woodwork and cognate subjects. Time, three hours.

4. "Notes of lessons" on the different subjects of the course to be prepared and submitted to the examiners, who will choose one or more to be given in their presence as a test of the student's ability to teach and manage a class. For this purpose classes of not more than sixteen pupils will be allotted to each student.

Satisfactory work during the training course, combined with success at the examination, will constitute the basis on which diplomas will be awarded.

Holiday Courses.

Holiday courses were this year held in the Cities of Toronto and Ottawa. That in Toronto was held directly under the supervision of the Education Department. The course continued for three weeks, but as the time could be divided between five subjects, Manual Training, Nature Study, Household Science, Drawing and Music, not much could be accomplished in either when a student elected to take three or more. If this course be held another year, and its continuance is warranted by its success, it would be advisable to restrict students to one, or at the most two subjects, as concentration of effort on one subject would be far more likely to secure lasting benefit. All the subjects taken were forms of Manual Training, with the exception, perhaps, of Music. The course in Ottawa was attended by sixty students, who spent the whole of their time at one or two subjects, chosen from the following: Woodwork, cardboard modelling and clay modelling.

Purpose of Summer Schools.

There seems to be an impression abroad in some circles that the purpose of these schools is for qualifying teachers to give instruction in the branches taken up, but this is not the case, and from the length and nature

of the preparation required, cannot be. Their purpose is simply to offer an introduction to the work, and to give practical information as to its nature and character. At first, owing to the scarcity of teachers, some who are by no means well qualified will be able to secure employment, but the standard should gradually be raised until none but those of the highest qualifications are employed.

Normal Schools.

Manual Training is now in progress at each of the three Normal Schools—Toronto, Ottawa and London. In Ottawa and Toronto it is supported by the Macdonald Fund, and in London the teacher's salary is at present paid from the same source. After the 30th day of June next the work will be continued under the direct control of the Education Department, and the cost defrayed out of Provincial funds. The equipment at the latter place is provided by the Department, and is certainly the most complete in the Province, and probably in the Dominion, both as to quarters and appliances. It is hoped that the room will be used by pupils from the Collegiate Institute and the Public Schools, in addition to the Normal students. Two courses will be taken by the students, one suitable for Public Schools, and also a course in which an effort will be made to co-relate the work to the Science, Nature Study and other subjects taken in the Normal School.

When the lengthened term comes into operation, the time devoted to this subject should be greatly increased. As the Normal College, Hamilton, is the only institution we have for the purpose of training first-class teachers, the Department has recognized the advisability of installing Manual Training. An arrangement has been reached with the Hamilton School Board by which that Board agrees to co-operate with the Department, thus making Household Science a part of the Collegiate and Public School courses. The agreement, which has been signed, places the subject on a most satisfactory basis.

Co-relation.

The problem of co-relation which we, with the cordial co-operation of the Principal and Vice-Principal, are endeavoring to solve at London is an important one, and no effort should be spared to give Manual Training a direct bearing upon all other work taken in the school. Now that the subject is well established, all efforts should be turned in this direction. Manual Training as an isolated subject loses at least half of its advantages; it is only when it touches closely school and home life that it achieves its best results. This lack of co-relation is not so much chargeable to Manual Training in Canada as in some other countries, but it remains with us to see that we carry it to a greater point of perfection than has yet been reached; but it will not be the work of a day, nor of one man.

Preliminary Training.

All Manual Training commences in the Kindergarten, and from this point it should enter into all school life; but at present there is generally an unfortunate break, since from the time that the boy or girl leaves the Kindergarten, there is no practical work until what is known as the Manual Training room is reached. There is urgent need for some preliminary training in the Public Schools, in order that a desirable continuity may be obtained from the Kindergarten upwards. No expensive equipment is required, and the ordinary class room is well fitted for its practice. Drawing, brush work, cardboard modelling, paper folding and clay modelling form desirable chan-

nels into which these efforts could be directed. Work of this kind has already been tried in Ottawa, Brockville and Renfrew, with very encouraging results, and the introduction of it into the Public Schools of Stratford, under the able direction of Mr. Stuart, is being considered.

The following is an extract from the report of Mr. J. L. Hughes, Public School Inspector, Toronto :

"I have much pleasure in stating that the work in the Macdonald Manual Training Schools has given great satisfaction. . . . The pupils have manifested deep interest in the Manual Training work. The Principals of the schools, from which they come, have reported heartily in favor of the work, and of its influence on the character of the boys. Parents, too, are learning to value Manual Training, not simply as a training for a higher class of industrial work, but as distinctly educational in training the observing powers and the executive power. It is in the general development of the intellectual and moral powers, and in the cultivation of habits of productiveness, that the best influence of Manual Training is found. . . . The work during the year has been a distinct advance in the work of our schools."

Mr. J. Connolly, Public School Inspector, Brockville, reports in part as follows :

"My observation leads me to place a high value on such training, and, notwithstanding some early misgivings as to its place in our schools, I believe, and my teachers agree with me, that our boys make as much progress as they did prior to its introduction. While the boys are engaged at wood-work, the girls, under the direction of the regular teachers, are receiving a systematic course in sewing, knitting, and cardboard work. In the junior classes we have set apart Friday afternoon for eye and hand training. Here we have paper-folding and cutting, weaving and cardboard work of a simple nature. In two classes we have introduced clay modelling."

Public Meetings.

During the year I have had the pleasure of addressing public meetings, and meetings of the School Boards in Berlin, Guelph, Lindsay, Peterborough, Essex, Hamilton, Renfrew, Cornwall, Chatham and Woodstock on the subject of Manual Training, and much interest was displayed in the subject at each place. In the majority of them the question of its early introduction is being seriously considered.

Exhibitions.

Exhibitions of the work done at the schools have been held with much success in Ottawa, Toronto and Brockville. These, when carried out on right lines, do much towards exciting a healthy public opinion on the subject, and tend to bring about a closer connection between the parent and the school. In other centres the parents were invited to the Manual Training room when their own boys were at work, and this plan has much to recommend it. A collection of Manual Training work from every school in the Province would prove of intense interest. It might be shown at the Toronto and other exhibitions with great advantage.

Drawing.

Drawing is a form of Manual Training which every school can take up, but the curriculum relating to the subject stands in urgent need of revision. An investigation should be made into the practice of the best English and American schools, and our revision be founded on the results of this investigation, but modified to suit our particular requirements.

Library.

A list of the newest books on these and kindred subjects is being prepared for addition to the Departmental and Normal College Libraries.

Regulations.

Inasmuch as the Education Department will at an early date (the Macdonald Fund expiring in June next) assume complete control of the work of Technical Education in the Province, the whole question of recognition of and aid to schools taking any form of Manual Training must be considered.

I am at present engaged in drafting regulations, which will be made as elastic and free as possible, for submission to you, under which these schools should be conducted and grants awarded.

I have the honor to be

Your obedient servant,

ALBERT H. LEAKE,
Inspector of Technical Education.

Toronto, 12th Jan., 1903.

APPENDIX J.—STATISTICS OF

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes to Model School work daily during the term.	No. of assistants with 1st Class certificates.	No. with 2nd Class.	No. with 3rd Class.	No. with other class.
1 Athens.....	C. Ross McIntosh.....	I	\$ 600	1901	all day	1	3	.....	.....
2 Barrie.....	W. J. Hallett.....	I	900	1893	"	.....	8	.....	.....
3 Beamsville.....	H. J. Talbot.....	I	600	1898	"	.....	4	.....	.....
4 Berlin.....	J. Suddaby.....	I	1,100	1877	all except 2 hrs. a week	1	7	2	.....
5 Bracebridge.....	W. C. Shier, B.A.....	I	900	1900	all day	3	3	3	2
6 Bradford.....	A. N. Scarrow.....	I	750	1902	"	.....	4	.....	.....
7 Brampton.....	Wm. F. Sparks.....	I	750	1901	"	1	8	.....	.....
8 Caledonia.....	John B. Widdis.....	I	600	1902	5 hrs. 10 min.	1	3	.....	.....
9 Chatham.....	J. W. Plewes.....	I	1,100	1900	all day	.....	15	.....	.....
10 Clinton.....	W. R. Lough.....	I	850	1884	"	1 (B.A.)	6	.....	.....
11 Cornwall.....	Sam J. Keys.....	I	900	1902	"	.....	11	.....	.....
12 Durham.....	Thos. Allan.....	I	700	1888	"	.....	5	.....	1
13 Elora.....	Jas. A. Underhill.....	I	700	1901	5 hrs.	.....	5	.....	.....
14 Forest.....	Jas. Campbell.....	I	750	1894	all day	.....	5	.....	.....
15 Galt.....	R. Alexander.....	I	500	1875	"	2	6	.....	1
16 Gananogue.....	J. C. Linklater.....	I	1,000	1888	"	1	6	4	.....
17 Goderich.....	Jas. H. Tigert.....	I	700	1902	"	1	9	2	.....
18 Hamilton.....	Jno. B. Robinson, B.A.	I	800	1902	"	.....	8	.....	.....
19 Ingersoll.....	H. F. McDiarmid.....	I	900	1885	"	2	9	1	.....
20 Kincardine.....	D. Currie.....	I	700	1902	"	1	7	.....	.....
21 Kingston.....	R. F. Greenlees.....	I	750	1902	"	5	41	.....	.....
22 Lindsay.....	G. E. Broderick.....	I	1,000	1888	"	.....	1	19	.....
23 London.....	G. B. Kirk.....	I	1,200	1900	5 hrs.	1	9	.....	.....
24 Madoc.....	T. C. Tice.....	I	800	1897	all day	1	5	.....	.....
25 Meaford.....	M. N. Clark, B.A.....	I	750	1899	"	.....	5	3	.....
26 Milton.....	Wm. F. Imman.....	I	780	1893	"	1	3	3	.....
27 Minden.....	Wm. J. Stevenson.....	I	500	1901	"	.....	2	.....	.....
28 Mitchell.....	J. H. W. McRoberts.....	I	700	1899	"	2	5	.....	.....
29 Morrisburg.....	A. E. Meldrum.....	I	800	1895	"	.....	4	2	.....
30 Mount Forest.....	G. R. Theobald.....	I	800	1900	"	.....	8	.....	.....
31 Napanee.....	C. H. Edwards, B.A.....	I	1,000	1899	"	2 (1B.A.)	7	1	.....
32 Newmarket.....	J. W. Forhan.....	I	700	1899	"	.....	6	.....	.....
33 Norwood.....	R. H. Leighton.....	I	600	1902	"	.....	5	.....	.....
34 Orangeville.....	M. N. Armstrong.....	I	800	1885	5½ hrs.	.....	9	1	.....
35 Owen Sound.....	T. A. Reid.....	I	1,100	1894	all day	.....	1	.....	.....
36 Parry Sound.....	A. M. Currie.....	I	800	1896	"	2	4	1	2
37 Perth.....	M. M. Jaques.....	I	1,000	1884	"	.....	7	1	1
38 Picton.....	S. C. Woodworth.....	I	800	1901	"	1	8	.....	.....
39 Port Hope.....	F. Wood.....	I	1,000	1885	"	.....	12	2	.....
40 Port Perry.....	R. F. Downey.....	I	600	1902	"	1	4	1	.....
41 Prescott.....	A. A. Jordan.....	I	1,000	1899	"	.....	7	.....	.....
42 Renfrew.....	W. A. Stickle.....	I	725	1900	"	.....	7	.....	.....
43 St. Thomas.....	*S. Silcox, B.A., D.Ped.	I	1,200	1899	"	2	9	.....	.....
44 Sarnia.....	A. Wark.....	I	950	1877	"	.....	8	.....	.....
45 Simcoe.....	I. S. Rowat.....	I	800	1889	"	1	6	.....	.....
46 Stratford.....	*J. Russell Stuart.....	I	1,100	1887	all except when ins'ping	1	24	.....	.....
47 Strathroy.....	Thos. Dunsmore.....	I	850	1882	all day	.....	9	.....	.....
48 Toronto.....	W. E. Groves.....	I	1,400	1895	"	1	10	.....	.....
49 Toronto Junction.....	Wm. Wilson.....	I	1,000	1889	"	1	11	.....	.....
50 Vankleek Hill.....	A. H. Fairchild, B.A.....	I	700	1902	"	.....	4	.....	.....
51 Walkerton.....	W. R. Manning.....	I	800	1902	"	4	5	.....	.....
52 Whitby.....	J. A. Brown.....	I	950	1877	"	2	2	.....	3
53 Windsor.....	David M. Eagle.....	I	1,000	1901	"	2 (1B.A.)	11	1	.....
54 Woodstock.....	S. Nethercott.....	I	950	1893	"	.....	28	.....	1
Totals.....	6 University Graduates	54 I				46	436	29	11

* Inspector of Public Schools.

COUNTY MODEL SCHOOLS, 1902.

Time assistant relieved Principal from Public School work daily.	Is separate room provided?	No. of volumes in professional library.	Government grant.	Municipal grant.	Fees.	No. of divisions in school.	No. of divisions used for Model School purposes.	No. of students sent at one time to observe.	No. of students sent at one time to teach.	Length of time students are trained before being sent to the divisions to observe.	Length of time students are trained before being sent to the divisions to teach.
1 all day	Yes	113	\$ 150	\$ 150	\$ 175	4	4	8 or 9	8 or 9	4 weeks	6 weeks
2 " "	"	102	150	150	160	8	8	4	4	6	6
3 " "	"	131	150	150	115	4	4	6	6	5	6
4 all except 2 hrs. a week	"	125	150	150	30	12	10	3	3	6	6
5 all day	"	121	300	.....	100	11	7	2 or 3	2 or 3	6	8
6 " "	"	93	150	150	150	4	4	4	4	6	7
7 " "	"	100	150	250	127	9	7	3 or 4	3 or 4	6	7
8 " "	"	110	150	150	75	4	4	4	4	7	7
9 " "	"	365	150	150	150	15	15	4	4	4	6
10 " "	"	120	150	150	130	7	7	3 or 4	3 or 4	6	6
11 " "	"	195	150	150	100	11	10	2	2	4	6
12 " "	"	100	150	150	85	7	5	3 or 4	3 or 4	5	8
13 " "	"	109	150	150	90	5	5	3 or 4	3 or 4	6	7
14 " "	"	100	150	150	70	6	5	3	3	6	6
15 " "	"	128	150	150	20	9	7	4	4	6	8
16 " "	"	109	150	150	55	12	5	2	2	6	8
17 " "	"	100	150	150	95	12	10	3	3	6	6
18 " "	"	207	150	150	180	8	150	3	3	2	7
19 " "	"	108	150	150	25	13	10	5	5	5	7
20 " "	"	87	150	150	65	8	8	3	3	2	3
21 " "	"	161	150	150	95	46	43	3	4	5	5
22 " "	"	100	150	150	95	20	18	1	1	5	7
23 5 hrs.	"	78	150	750	175	10	10	4	4	1	5
24 all day	"	200	150	150	165	6	6	5 or 6	5 or 6	5	5
25 " "	"	91	150	150	95	8	8	3	3	6	7
26 " "	"	100	150	200	55	7	5	3 or 4	3 or 4	6	6
27 " "	"	146	150	150	50	3	3	5	5	6	6
28 " "	"	102	150	150	65	7	7	2 or 3	2 or 3	6	6
29 " "	"	93	150	150	125	7	6	5	5	5	6
30 " "	"	111	150	150	120	8	8	3	3	7	7
31 " "	"	220	150	150	135	10	8	3 or 4	3 or 4	6	6
32 " "	"	125	150	175	45	6	6	2	2	6	6
33 " "	"	91	150	150	65	6	6	4 to 13	4 to 13	6	6
34 " "	"	112	150	150	113	10	6	4	4	7	7
35	"	214	150	150	175	11	10	3 or 4	3 or 4	6	6
36 all day	"	105	300	.....	95	10	5	4	4	6	6
37 " "	"	119	150	150	150	10	10	3 or 4	3 or 4	6	7
38 " "	"	210	150	150	130	10	8	3	3	5	7
39 " "	"	100	150	200	135	15	15	2	2	6	6
40 " "	"	110	150	150	100	7	7	3 or 4	3 or 4	6	6
41 " "	"	131	150	150	130	7	7	3 or 4	3 or 4	6	6
42 " "	"	104	150	150	135	8	8	3 or 4	3 or 4	6	6
43	"	124	150	50	145	11	11	5	5	5½	6
44	"	104	150	150	85	9	8	3	3	6	6
45 all day	"	148	150	150	120	8	7	3 or 4	3 or 4	6	8
46	"	300	150	150	150	25	22	3	3	6	6
47 all day	"	114	150	150	90	9	9	2	2	6	6
48 " "	"	218	150	150	185	12	11	12	2	3	7
49 " "	"	130	150	150	100	11	11	3	3	6	6
50 " "	"	76	150	150	90	4	4	4 or 5	4 or 5	6	7
51 " "	"	106	150	150	125	9	9	3	3	7	7
52 " "	"	136	150	150	80	7	7	4	4	6	7
53 " "	"	95	150	150	110	14	14	2	2	6	7
54 " "	"	193	150	150	105	30	20	2	2	6	8
.....	.....	7,189	\$8,400	\$8,525	\$5,830	.....	.....	.....	.....	.....	.....

APPENDIX J.—STATISTICS OF

Name of Model School.	Number of weeks students teach in the divisions.	Number of hours per day.	Number of classes in the division used for Model School purposes.	Average number of lessons taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of each lesson.	Time students remain in a division before passing to another.
1 Athens.....	7 to 8	6	11	20	63	20 min	2 or 3 d's
2 Barrie.....	8	1	19	21	35	16 "	1 week
3 Beamsville.....	8	1½	9	16	41	20 "	1 "
4 Berlin.....	6	1¾	15	24	9	25 "	1 "
5 Bracebridge.....	6	1½ to 1¾	16	20	25	20 "	4 days.
6 Bradford.....	6	2	10	16	48	20 "	4 "
7 Brampton.....	6	1	12	24	52	15 "	4 "
8 Caledonia.....	6	1 to 2	10	28	42	22 "	1 week
9 Chatham.....	6	1	22	17	25	18 "	2 days.
10 Clinton.....	4	1¾	16	20	32	18 "	3 "
11 Cornwall.....	4	1¾	24	16	13	20 "	2 "
12 Durham.....	4	1¾	12	20	28	20 "	3 "
13 Elora.....	7	1 to 1½ (3 d's a wk)	14	18	23	20 "	4 "
14 Forest.....	6	1½	13	18	19	20 "	1 week
15 Galt.....	4	1¾	8	20	10	20 "	1 day*
16 Gananoque.....	5	1¾	12	20	18	20 "	1 week
17 Goderich.....	5	1	20	21	20	20 "	4 days
18 Hamilton.....	7	3 half days a week	150	20	4	25 "	1½ "
19 Ingersoll.....	5	1½	14	20	7	18 "	3 "
20 Kincardine.....	5	1¾	8	24	39	25 "	5 "
21 Kingston.....	6	1¾	49	22	8	20 "	4 "
22 Lindsay.....	6	1¾	44	20	9	20 "	2 "
23 London.....	6	1½	10	25	87	20 "	1 "
24 Madoc.....	8	1	14	16	38	20 "	3 "
25 Meaford.....	6	1½	14	20	27	22 "	1 "
26 Milton.....	6	1	17	20	13	20 "	1 week
27 Minden.....	6	1½	12	22	18	20 "	1 "
28 Mitchell.....	7	1½	10	24	31	20 "	4 days
29 Morrisburg.....	5½	1½	14	15	28	20 "	1 week
30 Mount Forest.....	7	1½	17	21	29	20 "	3 days
31 Napanee.....	5	1½ (4 days a week.)	14	22	42	20 "	1 week
32 Newmarket.....	6	1	12	24	18	20 "	1 "
33 Norwood.....	4	2	11	16	19	20 "	1½ hrs.
34 Orangeville.....	6	1½	13	20	35	20 "	1 week
35 Owen Sound.....	5	1½	13	18	45	20 "	2 days
36 Parry Sound.....	6	1½	11	20	35	20 "	1 week
37 Perth.....	6	1½	20	20	34	20 "	1 "
38 Picton.....	5½	1¾	13	20	40	20 "	4 days
39 Port Hope.....	7	1¾	21	25	31	20 "	3 "
40 Port Perry.....	6	6½ (3 days per week)	6	18	57	20 "	1 week
41 Prescott.....	6½	2½	12	20	41	25 "	1 "
42 Renfrew.....	6	1½	21	20	26	20 "	1 "
43 St. Thomas.....	7	1	15	22	40	20 "	1 "
44 Sarnia.....	7	1½	24	25	17	20 "	4 days
45 Simcoe.....	4	1½	13	20	37	20 "	3 "
46 Stratford.....	6	1½ (4 days per week)	48	22	14	20 "	1 week
47 Strathroy.....	6	¾ to 1	27	27	18	20 "	4 days
48 Toronto.....	5	¾	11	20	*37	20 "	1 "
49 Toronto Junction.....	6	1½	13	18	27	20 "	3 "
50 Vankleek Hill.....	4	3	12	20	30	20 "	4 "
51 Walkerton.....	6	†3	14	23	41	20 "	4 "
52 Whitby.....	7	1½	17	29	27	20 "	4 "
53 Windsor.....	7	1	22	22	22	20 "	1 week
54 Woodstock.....	6	1 to ½	20	24	24	25 "	4 days
Totals.....							

* Half of the lessons taught in other schools.

† Teaching and observing.

COUNTY MODEL SCHOOLS.—*Concluded.*

Number of students on roll.		Male.	Female.	Number who passed final examination.			Number with Senior Leaving standing.	Number with Junior Leaving standing.	Number with Primary standing.	Number with P. S. L. standing (District).	Allowance made by trustees to Principal's assistant.	Number of renewals granted by the Board.	Average age of students.
				Male.	Female.	Total.							
1	35	8	27	8	27	35	1	32	2		125	3	19 ⁹ / ₁₀ yrs.
2	31	15	16	14	16	30	3	28				1	19 ⁴ / ₁₀ "
3	23	10	13	10	11	21	.....	23			125	4	19 ¹ / ₁₀ "
4	6	4	2	4	2	6	.....	6			105	4	20 "
5	20	1	19	1	18	19	1	11		8	280	9	18 ¹ / ₁₀ "
6	30	13	17	13	17	30	.....	22		8	125	.....	18 ⁴ / ₁₀ "
7	26	10	16	9	15	24	3	23		8	100	.....	19 "
8	15	4	11	4	11	15	.....	15			100	1	19 "
9	32	11	21	11	20	31	3	29			160	23	18 ³ / ₁₀ "
10	26	8	18	8	18	26	4	22			\$35 per mo	2	19 "
11	20	5	15	5	15	20	2	17		1	140	38	19 "
12	17	7	10	7	10	17	2	13		2	180	6	19 "
13	18	7	11	7	11	18	.....	18				.....	19 ¹ / ₁₀ "
14	14	5	9	5	9	14	.....	14			180	1	19 ⁴ / ₁₀ "
15	4	.....	4	.....	3	3	.....	4				.....	19 ¹ / ₁₀ "
16	11	1	10	1	10	11	.....	9	2		150	2	20 "
17	19	6	13	6	13	19	2	17			150	2	19 "
18	36	8	28	7	28	35	1	35				5	19 "
19	5	3	2	3	2	5	.....	5				.....	18 "
20	13	6	7	6	7	13	1	9		3	135	7	19 ¹ / ₁₀ "
21	19	3	16	2	16	18	2	17				15	19 "
22	19	7	12	7	12	19	.....	19				6	18 ³ / ₁₀ "
23	35	10	25	10	24	34	2	33			250	1	19 ¹ / ₁₀ "
24	38	10	23	10	21	31	.....	24		9	125	24	18 ⁴ / ₁₀ "
25	19	8	11	8	10	18	2	14		3	175	8	18 ¹ / ₁₀ "
26	11	1	10	1	10	11	.....	9		2	192	8	19 ¹ / ₁₀ "
27	10	1	9	1	9	10	.....	10		10		8	21 "
28	13	5	8	2	8	10	1	12			140	.....	18 ¹ / ₁₀ "
29	25	11	14	11	14	25	.....	25				17	19 ¹ / ₁₀ "
30	24	6	18	6	18	24	2	22			107	1	19 ³ / ₁₀ "
31	27	7	20	7	20	27	1	25		1		6	18 ² / ₁₀ "
32	9	3	6	3	6	9	1	8			135	.....	19 "
33	13	6	7	6	7	13	.....	12		1	130	.....	19 "
34	23	7	16	7	16	23	.....	23			175	8	20 "
35	35	6	29	5	27	32	1	28	6			11	18 ¹ / ₁₀ "
36	19	1	18	1	18	19	.....	1		18	200	11	18 "
37	34	7	27	7	27	34	1.	33			135	3	19 "
38	26	8	18	7	18	25	3	22		1	135	3	18 ² / ₁₀ "
39	27	10	17	9	16	25	2	25			135	3	18 ¹ / ₁₀ "
40	19	7	12	7	12	19	1	18				5	20 ⁷ / ₁₀ "
41	26	4	22	4	22	26	1	23	2		150	4	19 "
42	27	3	24	3	24	27	.....	27			125	30	18 ⁷ / ₁₀ "
43	29	5	24	4	23	27	1	28				6	19 "
44	17	3	14	2	13	15	.....	17				.....	19 ⁷ / ₁₀ "
45	24	7	17	7	17	24	1	23			160	3	19 ³ / ₁₀ "
46	30	7	23	6	23	29	3	27				2	18 ¹ / ₁₀ "
47	18	4	14	4	14	18	2	16			175	.....	19 "
48	37	3	34	3	33	36	2	35				5	19 ³ / ₁₀ "
49	20	4	16	4	16	20	1	19			175	.....	19 "
50	18	5	13	5	13	18	.....	18			180	3	19 ¹ / ₁₀ "
51	25	14	11	12	10	22	1	24			130	5	18 ¹ / ₁₀ "
52	16	5	11	5	11	16	4	12			125	2	19 "
53	22	6	16	5	16	21	.....	18		4	180	8	19 ² / ₁₀ "
54	21	7	14	7	14	21	2	19				9	19 "
1,171		333	838	317	821	1,138	60	1,028	12	71	.....	.....	19 ¹ / ₁₀ yrs.

APPENDIX K.—PROVINCIAL NORMAL AND MODEL SCHOOLS; ONTARIO NORMAL COLLEGE.

I. PROVINCIAL NORMAL AND MODEL SCHOOLS, TORONTO.

1. Staff of Toronto Normal School, 1902.

Wm. Scott, B.A.....	Principal
W. H. Elliott, B.A.....	Vice-Principal.
A. C. Casselman.....	Drawing Master and in Model School.
A. T. Cringan	Music Master and in Model School.

Students Admitted, 1902.

	Male.	Female.
First Session.....	11	117
Second Session	13	111
Total.....	24	228

2. Staff of the Provincial Model School, Toronto, 1902.—

Angus McIntosh.....	Head Master.
Miss M. Meehan.....	First Female Assistant.
R. W. Murray.....	First Male Assistant.
Miss May K. Caulfeild.....	Assistant.
Thomas M. Porter	Assistant.
Miss E. M. Hill.....	Assistant.
Miss Jeannie Wood.....	Assistant.
Miss A. F. Laven	Assistant.
Miss Sarah M. Ross.....	Assistant.
Miss E. M. Hill.....	Assistant.
Miss F. M. Taylor.....	Assistant.
Miss Mary E. Macintyre.....	Kindergarten Directress.
Miss Ellen Cody.....	Kindergarten Assistant.
Mrs. Jean Somers.....	Instructor in Calisthenics.
Mrs. Emma Macbeth	Instructor in Domestic Science.
Sergeant-Major D. Borland.....	Drill Master.
Eugene Masson.....	French Teacher.
Number of pupils in 1902.....	516
Number of Kindergarten pupils in 1902.....	71

II.—PROVINCIAL NORMAL AND MODEL SCHOOLS, OTTAWA.

1.—Staff of Ottawa Normal School, 1902.

*J. A. MacCabe, M.A., LL.D.....	Principal.
S. B. Sinclair, M.A., Ph.D.....	Vice-Principal.
J. A. Dobbie.....	Drawing and Writing Master.
T. A. Brown.....	Music Master.
Miss E. H. Keyes, B.E.....	Instructor in Elocution and Physical Culture.
Miss Eliza Bolton.....	Lecturer on Kindergarten Prin- ciples.
Miss B. Livingstone.....	Lecturer on Domestic Science.

* Deceased.

James F. White appointed Principal 11th December, 1902, duties to commence 1st January, 1903.

Students Admitted, 1902.

	Male.	Female.
First session.....	21	70
Second session.....	21	62
Total.....	42	132

2.—Staff of Provincial Model School, Ottawa, 1902.

J. H. Putman, B.A.....	Head Master.
J. F. Sullivan.....	First Assistant.
F. A. Jones.....	Second Assistant.
Miss H. S. Williams, B.A.....	Third Assistant.
Miss M. E. Butterworth.....	First Female Assistant.
Miss Florence Hanington.....	Second Female Assistant.
Miss A. G. Hanahoe.....	Third Female Assistant.
Miss A. E. G. Wilson.....	Fourth Female Assistant.
Miss Eliza Bolton.....	Kindergarten Directress.
Miss J. Storks.....	Kindergarten Assistant.
J. A. Dobbie.....	Drawing and Writing Master.
T. A. Brown.....	Music Master.
Miss E. H. Keyes, B.E.....	Teacher of Physical Culture.
Miss B. Livingstone.....	Teacher of Domestic Science.
J. Fleury.....	French Teacher.

Number of pupils, 1902..... 310

Number of Kindergarten pupils, 1902..... 61

III.—PROVINCIAL NORMAL SCHOOL, LONDON.

Staff of London Normal School, 1902.

F. W. Merchant, M.A.....	Principal.
John Dearness.....	Vice-Principal.
S. K. Davidson.....	Drawing Master.
Fred. L. Evans.....	Music Master.
Miss Agnes Mackenzie.....	Teacher of Kindergarten Principles.

Students Admitted, 1902.

	Male.	Female.
First Session.....	27	80
Second Session.....	30	56
Total.....	57	136

IV.—ONTARIO NORMAL COLLEGE.

Officers.

J. A. McLellan, M.A., LL.D.,	Principal.
R. A. Thompson, B.A.,	Vice-Principal.

Faculty.

J. A. McLellan, M.A., LL.D.,	Professor of the Physiology, History and Philosophy of Education.
R. A. Thompson, B.A.,	Lecturer on School Management.
J. T. Crawford, B.A.,	Lecturer on Methods in Mathematics.
W. M. Logan, M.A.,	Lecturer on Methods in Classics.
F. F. Macpherson, B.A.,	Lecturer on Methods in Literature and Composition.

S. A. Morgan, B.A., D. Paed., Lecturer on Methods in English Grammar and Rhetoric.

A. Paterson, M. A., Lecturer on Methods in History and Geography.

E. S. Hogarth, B.A., Lecturer on Methods in Modern Languages.

J. B. Turner, B. A. Lecturer on Methods in Chemistry, Botany and Zoology.

J. Gill, B.A., Lecturer on Methods in Physics.

J. C. McCabe, M.D., Lecturer in School Hygiene and Sanitation.

G. L. Johnston, B.A., Lecturer on Methods in Writing and Drawing.

T. E. Parkhill, Sergeant, XIII. Batt., Drill Instructor.

J. Johnson, Music.

F. F. Macpherson, B.A., Lecturer on Elocution and Reading.

Students admitted, Session 1902-3.—Male, 57; Female, 75; Total, 132.

APPENDIX L—ANNUAL REPORT OF THE PRESIDENT OF THE UNIVERSITY OF TORONTO.

To His Honor the Hon. Sir Oliver Mowat, K.C.M.G., Lieutenant-Governor of Ontario :

May it please your Honor,—

I have the honor to submit the following report for the year ending June 30th, 1902. It is the first report presented on the work and business of the University as a whole, and is prepared in accordance with the provisions of the University Act of 1902.

The Teaching Staffs.

The following is a tabular statement of the numbers engaged in teaching during the year in the Faculties named. These numbers include the Arts staffs of University College and Victoria College.

	Arts.	Medicine.	Applied Science.
Professors and Associate Professors.....	35	30	6
Lecturers and Demonstrators.....	18	11	7
Instructors and other Assistants.....	17	15	7
	70	56	20

Changes in the Staffs.

The following paragraphs contain notes of the more important resignations, appointments and promotions in the various faculties. In the case of new appointments, some reference has been made to the academic career of those appointed.

After the resignation of Professor Chapman in 1895, Professor Coleman, of the School of Practical Science, and Dr. W. A. Parks, acted as Professor and Instructor, respectively, in the subjects of Geology and Mineralogy. In 1901, Dr. Coleman was appointed Professor of Geology, including Economic Geology, on the understanding that he should have charge of this subject both in the Faculties of Arts and Applied Science. Under a similar arrangement, Dr. T. L. Walker was appointed to the chair of Mineralogy and Petrography in October, 1901, and Dr. Parks was promoted from an Instructorship to a Lectureship in Geology.

Professor Walker graduated in 1890 with highest honors in Chemistry and Mineralogy at Queen's University. In 1894 he proceeded to Leipzig, where he studied Mineralogy and Petrography and graduated with distinction as Doctor of Philosophy in 1896. During the years 1895-97, as a student of Mineralogy and Petrography at Leipzig, he held one of the Scholarships awarded by the Commissioners for the Exhibition of 1891. Besides occupying several positions in Canada, his professional appointments before receiving the professorship here include that of Assistant-Superintendent (1897), and Curator (1901), of the Geological Survey of India, and Lecturer on Geology (1898) in the Presidency College, University of Calcutta. He has published various papers which have appeared in the American Journal of Science, the Quarterly Journal of the Geological Society of London, etc., etc.

The staff in Mathematics has been strengthened by the appointment in June, 1902, of Dr. J. C. Fields as special lecturer in that department. Dr. Fields graduated at the University of Toronto in 1884, with highest honors in Mathematics. Subsequently he was elected a Fellow of Johns Hopkins University, where he received the Doctorate degree in 1887. From 1889 to 1892 he served as Professor of Mathematics in Allegheny College. In 1893 he went to Europe where he remained until 1900, pursuing his special studies and investigations, chiefly in connection with the Theory of Algebraic Functions, at Paris, Goettingen, and Berlin. His papers are published in Crelle's Journal (Berlin), in Acta Mathematica (Stockholm), the American Journal of Mathematics, and elsewhere.

In the same department Mr. A. T. DeLury, M.A., has been promoted from a Lectureship to an Associate Professorship.

In the Department of Physics the two demonstrators, Mr. W. J. Loudon, B.A., and Mr. J. C. McLennan, B. A., Ph.D., have been promoted to the rank of Associate Professor.

At the opening of the session Dr. R. R. Bensley and Dr. Joseph Stafford, of the Biological Department, resigned; the former to accept the position of Assistant Professor of Anatomy in the University of Chicago, and the latter that of Lecturer on Zoology in McGill University. At the close of the year Dr. E. C. Jeffrey received a call to an Assistant Professorship at Harvard University, and decided to accept it, although a full professorship of Botany was offered to him with the view of retaining his services here. The positions thus vacated have been filled by the appointment of Dr. B. Arthur Bensley as Lecturer on Zoology, of Dr. W. H. Piersol as Lecturer on Histology and Elementary Biology, and of Mr. J. H. Faull as Lecturer on Botany.

Dr. B. A. Bensley graduated in the University of Toronto with highest honors in the Natural Sciences in 1896, and during the next three years served successively as Assistant Fellow, and Acting Lecturer in Botany. In 1899 he was appointed Senf Fellow in Columbia University, where he engaged in researches on the Phylogeny of Mammals, receiving the degree of Ph.D. in 1902.

Dr. Piersol graduated in the University of Toronto with honors in Natural Science in 1895, and in Medicine in 1899. He has served as Instructor in Biology in McMaster University and as Assistant Demonstrator of Anatomy in this University.

Mr. Faull graduated in the University of Toronto with highest honors in Natural Science in 1898. After teaching at Albert College, Belleville, for two years, he engaged in research work here under Dr. Jeffrey and produced a valuable paper on the Anatomy of the Osmundaceae. Subsequently he was appointed to the Austin Fellowship at Harvard University, where he devoted himself to the study of the Fungi.

In Victoria College Associate Professors J. C. Robertson, B.A., and Pelham Edgar, Ph.D., have been promoted to the rank of Professor.

In the Faculty of Medicine Drs. W. McKeown and C. L. Starr, formerly Demonstrators in Clinical Surgery, were each promoted to the position of Lecturer in Clinical Surgery.

Dr. T. D. Archibald, formerly Assistant Demonstrator in Pathology, was promoted to the position of Laboratory Assistant in Bacteriology.

Dr. W. Goldie, formerly Laboratory Assistant in Bacteriology, was appointed Demonstrator in Clinical Medicine.

Dr. A. R. Gordon and G. Chambers were each promoted from the position of Demonstrators in Clinical Medicine to that of Lecturer in Clinical Medicine.

STUDENTS IN ARTS, MEDICINE, AND APPLIED SCIENCE.

Arts.—(1) B.A. Course.		
Regular—University College.....	432	
Victoria College.....	224	
	—	656
Occasional.—University College.....	128	
Victoria College.....	47	
	—	175
Graduate —University College.....	14	
Victoria College.....	19	
	—	33
(2) Ph.D. Course.		
University.....	11	
University College.....	4	
Victoria College.....	3	
	—	18
	—	882
Medicine.—Regular.....	407	
Occasional.....	67	
	—	474
Applied Science.—Regular.....	288	
Occasional.....	2	
	—	290
	—	1646

CANDIDATES EXAMINED.

Arts.....	912
Medicine.....	465
Law.....	13
Applied Science and Engineering.....	264
Pedagogy.....	6
Agriculture.....	10
Dentistry.....	14
Pharmacy.....	51
Music.....	50
Total.....	1885

DEGREES CONFERRED.

LL.D. (Hon.).....	14
Mus. Doc. (Hon.).....	1
Ph.D.....	2
M.A.....	24
B.A.....	130
M.D.....	1
M.B.....	55
LL.B.....	6
D.D.S.....	39
E.E.....	1

B.A. Sc.	15
B.S.A.	7
B. Paed.	2
Mus. Bac.	2
Phm. B.	51
Total	350

Among those who received the degree of LL.D. *honoris causa* was H. I. Royal Highness the Duke of Cornwall and York, on whom this degree was conferred at a special convocation held on the 11th October, 1901.

New Courses of Study.

The number of students in Arts of the University who after graduation devote themselves to commercial pursuits or to journalism has been rapidly increasing for some years past. A constant and growing demand exists for young men for business posts who have enjoyed the advantages of a University education, and a number of graduates who have entered upon positions of this nature have met with remarkable success. In view of a feeling existing widely in business circles that a shorter course leading to a diploma instead of the usual degree in Arts would be of advantage to young men contemplating a business career, and especially in view of the representations made to this effect by the Toronto Board of Trade, the Senate instituted in June, 1901, a two years' course in Commercial Science leading to a diploma in the subject. This course came into operation at the beginning of the session 1901-1902. Amongst the subjects prescribed in the course is that of Commercial Law, for instruction in which there is no provision as yet in the University. For the next session Professor Young has voluntarily undertaken to lecture on the subject, and it is hoped that a permanent arrangement will be made with him to continue to give such instruction. Owing to the very special nature of the course in Commercial Science it would be extremely desirable that some officer of the University should be charged with the responsibility of superintending and advising the students who are proceeding to the diploma.

A new course leading to the degree of B.A., with honors has been instituted in the Department of Biological and Physical Science. Graduates in this department are allowed to enter the Faculty of Medicine with third year standing, so that it is now possible to obtain the degrees of B.A. and M.B. in six years.

In response to a wide demand on the part of the Associated Musicians of Ontario and others interested in musical education the Senate framed a curriculum for Local Examinations in Music, the first examination under which took place in June, 1902. These examinations include the Primary, Junior and Senior grades in the practical branches (piano, organ, and violin) and the Junior, Intermediate, and Senior grades in the Theory of Music.

A demand has also arisen for instruction in the subjects of Household Science and Forestry with the result that steps are now being taken towards meeting the needs of the public in respect of these important branches of Applied Science.

Research Work.

It is with great satisfaction that I note the growth of an appreciation within the University for the work of research, and the accomplishment during the year of a considerable amount of such work by members of the staff as well as by graduates and undergraduates. The movement in favor of research may be said to have begun with the establishment, on the suggestion of the undersigned, of the Fellowship System in 1882, which was intended to furnish

tutorial assistance and at the same time encourage research work amongst our graduates. The system, however, was only partially successful as regards research owing to the prominence given to the tutorial function of those holding fellowships.

Under the present circumstances of the University it appears to me extremely desirable that the original condition requiring a tutorial fellow to devote part of his time to research should be reimposed and that the proportion of time so devoted should not be less than one half.

A further step in the direction of encouraging research was taken, also on the motion of the undersigned, in 1883, when the Senate passed a resolution affirming the desirability of establishing the degree of Ph.D. No further action was, however, taken, owing to various causes, until 1897, when the statute establishing the degree in question was finally passed. An essential condition of this statute is that all candidates are required to engage in a research and to publish an approved thesis thereon before obtaining the degree, I may add that the chief credit for this step is due to Professor A. B. Macalister, whose persistent efforts on behalf of this statute were continued in the face of many obstacles until success was finally attained in 1897. Since then the degree of Ph.D. has been conferred on six candidates. Many graduates, however, have registered and engaged in the work of the course, the numbers registered during the last three years being, 14, 21, and 18, respectively.

A very gratifying feature of the growth of the research movement here is its extension to undergraduates. For some years it has been customary to employ fourth year students in researches, with the best results, both as regards the advancement of knowledge and the stimulating effect on the students so engaged.

A list of papers published during the year by members of the University, see Appendix.

In connection with the research movement mention should be made of the "University of Toronto Studies." This periodical was established in 1897 for the purpose of affording a medium for the publication of papers of original research by members of the Faculty and graduate students. Up to the end of the academic year twenty-three important papers of this nature had appeared. The periodical is also of value to the University owing to the fact that it serves as a medium of exchange for similar publications of other Universities.

It would be of advantage to the University if the funds at the disposal of the committee were adequate to the publication of a larger proportion of the papers offered, many of which now appear in American and foreign journals. For report of the committee on "University Studies", see Appendix.

Special University Lectures.

Apart from the regular instruction by members of the Faculty, special lectures were delivered during the year by Professor Hadamard, of the University of Paris, on "A comparison of the three concepts, the limiting ratio, the infinite series, and the definite integral, as serving as a basis for the infinitesimal analysis"; by J. C. Glashan, LL. D., of Ottawa, on "The Matrix Analysis of the Concomitants of Quantics"; and by M. Hugues Le Roux, of Paris, France, on "Le Roman contemporain, est-il une peinture exacte de la société Française?"

In addition to the above the usual course of Saturday popular lectures was delivered in January and February by Dr. W. H. Drummond, F. C. Wade, Esq., Professor A. P. Coleman, Rev. Professor Halliday Douglas, Rev. Provost Macklem, and Professor McGregor Young.

The Library.

From the report of the Librarian, which is appended, it will be seen that the total accumulation of books in the Library since the destruction of the former Library by fire in 1890 now amounts to 72,337 bound volumes and 22,500 pamphlets. The number of volumes added during the year was 4,201, of which 2,150 were presentations.

Amongst the donations to the Library during the year, special mention should be made of the donation of \$10,000 by Professor and Mrs. Goldwin Smith to constitute a fund to be known as "The King Alfred Memorial Fund", the proceeds of which are to be devoted to the purchase of historical publications. Special mention should also be made of the bequest of the late Rev. Henry Scadding, D.D., under whose will a large part of his valuable library was donated to the University. This bequest also included a number of rare and valuable coins and medals.

The most pressing necessity of the Library at present is an extension of the building in which would be provided a reading-room for the members of the teaching staff and additional accommodation for administrative purposes.

The Museum.

On the erection of the Biological Building some years ago space was provided and reserved for a botanical museum. Up to the present time, however, no progress has been made towards the required equipment. The want of such a museum is now urgently felt and its establishment will be absolutely necessary in connection with the contemplated courses in Forestry.

The University Press.

Owing to the retirement from business of the former University printer, who served the University so faithfully in this respect for many years, it became necessary in the course of the year to make new arrangements. In view of the extent of this branch of the service, and especially in view of the confidential nature of a large portion of the work, it was deemed advisable to bring the supervision of the printing more immediately under the control of the University authorities. To this end the undersigned recommended the establishment of the University Press, and the Board of Trustees gave effect to this recommendation in February, 1902. Temporary accommodation has been secured in the old Wycliffe College, where a modern printing plant adequate to present needs has been installed. The operation of the printing plant has so far proved eminently successful.

The University Dining Hall.

The necessity has been felt for some years back of making provision for many students of the University who desired to lodge in the vicinity of the building, and to take their meals in a common hall. To meet this want an association was organized in 1900, to serve the convenience of students of all faculties in this respect, the dining hall attached to the former University College residence being utilized for this purpose. Large numbers have taken advantage of the accommodation thus afforded and the establishment of the hall has proved valuable as regards the material comfort as well as the social intercourse of the students.

The Faculty and Undergraduate Unions.

To further promote the social intercourse of Faculty and students these organizations were established in the west wing of the main building. The Faculty Union consisting of members of the various faculties of the University was inaugurated during the present year. It is furnished with reading

room and dining room, and is likely to prove useful in promoting social intercourse within the faculties. A similar purpose as regards the undergraduates is served by the Undergraduate Union, also located in the west wing, which was inaugurated in 1901 and is now in successful operation.

New Buildings.

Amongst the improvements of the year for the purpose of affording increased accommodation, mention should be made of the new Medical Building and the new Science Building. The Medical Building is intended for the accommodation of the students of the third and fourth years in the Faculty of Medicine, and also those of the Arts Department in Physiology. The erection of this building upon the University grounds will permit of the concentration of all the work of instruction in medicine, apart from Clinics, within the precincts of the University. Provision has been made for library, museum, large lecture rooms and laboratories. The most modern improvements in lighting, heating and ventilation are included in the plan. The total floor space will amount to 64,830 square feet, and the cost, exclusive of equipment, will be upwards of \$125,000. It is expected that this building will be ready for occupation before the end of the session of 1902-3.

For some years past the space afforded by the buildings of the School of Practical Science has been quite inadequate to the increasing numbers in attendance, and in addition to this the Department of Mineralogy and Geology in the Arts Faculty has suffered much through the lack of suitable laboratories and lecture rooms. For the purpose of providing for the necessities of the two faculties of Arts and Applied Science in these respects a new building is in course of erection on the University grounds facing on College Street. The building is designed to accommodate the Departments of Applied Chemistry, Mineralogy, Geology, and Mining. The total floor space of this building is estimated at about 66,400 square feet, and the total cost at about \$200,000.

In connection with Victoria College a residence for Women Students has been erected, facing on the North Drive between Bloor Street and Ocar Street. It contains reception rooms, two large lecture or assembly rooms, dining room for eighty persons, gymnasium, dormitories and all necessary administrative and domestic offices, is heated by steam, lighted by electricity and provided with thorough ventilation. It will afford accommodation for sixty students. The cost of building and furnishing will be upwards of \$60,000, the gift of the late Hart A. Massey and the Victoria Women's Residence Association.

Building Requirements.

In the report of the University Council for 1899-1900 attention was directed to the necessity for a new building for the purposes of the Department of Physics. It was then pointed out that both the laboratory and lecture room accommodation was entirely unsuitable, having been originally designed for other purposes. Since the date of that report the difficulty has been intensified through the accession of increasing numbers of students, especially those in the faculties of Applied Science and Medicine, all of whom are required to take Physics as part of their course. The erection of a new Physical Laboratory is in my opinion the most urgent need of the University at the present time, and cannot be longer delayed without seriously impairing the efficiency of this important department.

In the report referred to above, attention was similarly directed to the necessity for providing one or two lecture rooms in the main building similar

to those in the chemical and biological buildings for the accommodation of the larger classes in the various subjects. I desire also in this report to direct the attention of your Honor to this matter.

Other Requirements.

Since the destruction of the Convocation Hall by the fire of 1890, and the consequent remodelling of the main building, the University has been without any suitable rooms for the holding of commencement exercises or similar large meetings of a public character. With the numbers now in attendance a hall with accommodation for 2,000 persons would be no more than sufficient. The erection of such a hall would not only be of great convenience to the University but would also enable the public to attend academic functions, with the result of increased interest in the work of the institution.

The problem of providing for the board and lodging of the large numbers of students, both male and female, in attendance at the University has now become of urgent importance. The difficulty will be further increased in the near future by the fact of the transference of the teaching in Medicine in the third and fourth years from the School on Gerrard Street to the new Medical Building on the University grounds. The time has now come when the interests of the University will suffer if some general provision is not made for dealing with this matter. The lack of residential facilities will undoubtedly result in the loss of students to the University, and will thus be attended by a diminution in the scope of its usefulness, as well as indirectly by the diminution of its revenues. Many parents are deterred from sending their sons and daughters to a University where residential accommodation under supervision of the authorities is lacking. Such students will naturally be attracted to other institutions where these facilities are afforded. The difficulty existing has been met to some slight extent by the organizations known as Greek Letter Societies, several of which have maintained boarding houses successfully for some years. In some of the American Universities, notably the State University of Michigan, these societies have attained such development as to afford a practical solution of the residence problem, but it seems unlikely that a similar development will take place here. Under existing circumstances it would, in my opinion, be expedient to provide for the erection of a University Residence for the accommodation at the outset of at least 200 students. The establishment of such a residence would be a legitimate and prudent investment in the general interests of the University.

A large amount of attention is very properly given to athletic exercises by the students of the University, both in the gymnasium and on the field. These exercises have been undertaken hitherto without medical supervision. Experience has demonstrated the fact that the absence of such oversight is not unattended with danger. Injury is often done through the attempting of unsuitable exercises; students suffering from organic disabilities are, through ignorance of the fact, subject to grave danger or even to fatal consequences, while through over-training students physically sound may contract organic lesions which in the sequel may lead to serious or even fatal consequences. Further, it is found that many students suffer from mild types of deformity which are capable of correction under proper advice. These various considerations clearly indicate the desirability of appointing a medical director, who by his professional knowledge would be qualified to judge of the physical conditions of the students, and would be enabled to advise and direct them in the selection of the most appropriate form of physical training.

The above requirements have regard mainly to the wants of the Faculty of Arts. An examination of the financial statement of the Faculty of Applied Science and a consideration of the teaching staff and the attendance of students lead us to the conclusion that a much larger appropriation and several important additions to the staff are necessary in order that this important faculty of the University should keep pace with modern requirements.

Finances.

The following figures exhibit the total revenues and expenditures for the three Faculties of Arts (University and University College), Medicine and Applied Science and Engineering.

	Revenue.	Expenditure.
Arts.	\$149,089 28	\$158,650 56
Medicine.	37,094 21	37,094 21
Applied Science and Engineering.	37,539 88	37,539 88

Details of these figures will be found in the Addendum.

The figures relating to Applied Science and Engineering are extracted mainly from the Public Accounts of the Province, the financial administration of the School of Practical Science being directly under Government control. The net cost of the School to the Province would appear to be about \$17,480.

I have the honor to be, Sir,
Your obedient servant,

J. LOUDON, President.

Toronto, February 2nd, 1903.

ADDENDUM A—REPORT OF THE DEAN OF THE FACULTY OF ARTS.

University of Toronto, February 3rd, 1903.

James Loudon, Esq., LL.D., President of the University of Toronto :

Sir,—I beg to submit herewith a detailed list for the academic year 1901-2 of the personnel of the teaching staff in the Faculty of Arts of the University of Toronto, and also statistics as to the attendance of students in the various subjects taught by the members of the staff. As will be seen certain classes are taken advantage of by students of the Faculties of Medicine and Applied Science.

Staff, 1901-1902.

Faculty of Arts.

Physics :

Professor, James Loudon, M.A., LL.D.
 Demonstrator, W. J. Loudon, B.A.
 Lecturer, C. A. Chant, M.A., Ph.D.
 Demonstrator, J. C. McLennan, B.A., Ph.D.
 Mechanical Assistant, J. S. Plaskett, B.A.
 Assistant, G. R. Anderson, M.A.

Mathematics :

Professor, Alfred Baker, M.A.
 Lecturer, A. T. DeLury, M.A.
 Fellow, E. F. Burton, B.A.

Chemistry :

Professor, W. R. Lang, D.Sc.

Associate Professor of Physical Chemistry, W. L. Miller B.A., Ph.D.

Lecturer, F. B. Allan, M.A., Ph.D.

Lecturer, F. B. Kenrick, M.A., Ph.D.

Fellow, Miss C. C. Benson, B.A.

Lecture Assistant, C. M. Carson, B.A.

Biology :

Professor, R. Ramsay Wright, M.A., B.Sc., LL.D.

Lecturer, E. C. Jeffrey, B.A., Ph.D.

Instructor, W. H. Piersol, B.A., M.B.

Instructor in Zoology, B. A. Bensley, B.A., Ph.D.

Assistant in Botany, R. B. Thomson, B.A.

Assistant in Zoology, C. M. Fraser, B.A.

Assistant in Biology, S. H. Westman, B.A.

Physiology :

Professor, A. B. Macallum, M.A., M.B., Ph.D.

Demonstrator, F. H. Scott, B.A., Ph.D.

Geology :

Professor, A. P. Coleman, M.A., Ph.D.

Instructor, W. A. Parks, B.A., Ph.D.

Mineralogy and Petrography :

Professor, T. L. Walker, M.A., Ph.D.

Comparative Philology :

Professor, Maurice Hutton, M.A., LL.D.

History and Ethnology :

Professor, G. M. Wrong, M.A.

Political Economy and Constitutional History :

Professor, James Mavor.

Lecturer, S. M. Wickett, B.A., Ph.D.

Mackenzie Fellow in Political Science, H. P. Biggar, B.A.

Mackenzie Fellow in Political Science, F. L. Farewell, B.A.

Philosophy :

Professor of History of Philosophy, J. G. Hume, M.A., Ph.D.

Associate Professor, A. Kirschmann, Ph.D.

Lecturer, F. Tracy, B.A., Ph.D.

Instructor, A. H. Abbott, B.A.

Assistant, W. G. Smith, B.A.

Italian and Spanish :

Professor, W. H. Fraser, M.A.

Instructor in Spanish, P. Toews, M.A., Ph.D.

Instructor in Italian, E. J. Sacco.

Roman Law, General Jurisprudence and History of English Law :

Professor, A. H. F. Lefroy, M.A.

Constitutional and International Law :

Professor, J. McGregor Young, B.A.

The following table exhibits the numbers attending the honor lectures in University subjects. In no case do the numbers for pass include honor students :

	PASS.								
	Mathematics.	Physics.	Chemistry.	Biology.	Mineralogy and Geology.	Philosophy.	Logic.	Political Science.	History.
Arts—First Year	122	9		103					
Arts—Second Year			8		31	117	91	5	77
Arts—Third Year		2						25	19
Arts—Fourth Year	32					23		24	23
Medicine—First Year		118	117						
Medicine—Second Year			110						
School of Practical Science	146	143							
Totals.	300	272	235	103	31	140	91	54	119

	HONOR.											
	Mathematics.	Physics.	Chemistry.	Biology.	Physiology.	Mineralogy and Geology.	Philosophy.	Political Science.	History.	Italian.	Spanish.	Phonetics.
Arts—First Year.....	34	76	58	29	...	...	...	...	...	38	20	49
Arts—Second Year....	47	62	42	17	16	26	34	31	36	18	10	...
Arts—Third Year.....	14	22	20	11	...	15	17	31	63	16	3	...
Arts—Fourth Year....	13	13	6	3	3	4	12	21	45	8	8	...
Arts—Graduates.....	...	...	...	4	...	...	1	...	...	...	...	...
Arts—Ph. D. Students..	...	2	3	1	2	1	2	1	1	...	...	...
Medicine—First Year..	...	...	...	123	131	...	...	...	...	...	...	...
Medicine—Second Year..	...	...	...	107	114	...	...	...	...	...	...	...
School of Practical Science.....	81	...	...	...	...	...	...	...	...	...	...	...
Totals.....	189	175	129	295	266	46	66	91	145	80	41	49

The following table exhibits the numbers taking practical work in the laboratories :

Laboratories.	Physical.	Chemical.	Mineralogical.	Biological.	Physiological.	Psychological.
Arts—First Year	27	17		29		
Arts—Second Year	28	42	26	17	16	
Arts—Third Year	15	18	15	11		17
Arts—Fourth Year	7	6	4	3	3	10
Arts—Graduates				4		
Arts—Ph. D. Students	2	3	1	1	2	3
Medicine—First Year		117		123		
Medicine—Second Year		110		107	114	
School of Science—First Year	66					
School of Science—Second Year	77					
School of Science—Third Year	32					
Totals.....	254	313	46	295	135	30

I also subjoin statistics as to the courses selected by regular students proceeding to a degree in Arts in the University. The following table indicates whether the students in question are enrolled in University College or Victoria College :

	First Year.		Second Year.		Third Year.		Fourth Year	
	U.C.	V.C.	U.C.	V.C.	U.C.	V.C.	U.C.	V.C.
Classics	15	6	12	3	14	3	4	1
English and History	12	3	5	1	6	1	1	1
Modern Languages	31	9	21	4	17	10	19	4
Oriental Languages . . . . .	..	..	2	2	2	1	3	..
History . . . . .	..	..	1	..	..	..	..	..
Political Science . . . . .	..	..	24	3	23	6	19	2
Philosophy . . . . .	..	..	19	3	12	8	4	6
Mathematics and Physics	18	7	12	4	12	3	15	2
Physics and Chemistry	4	1	3	1	1	..	2	..
Chemistry and Mineralogy	6	3	6	2	4	2	4	..
Natural Science, Div I.	17	4	9	8	9	..	3	..
Natural Science, Div. II. . . . .	..	..	..	..	2	..	..	..
General Course	42	20	19	20	12	11	27	12

I am, Sir, yours faithfully,

(Sgd.)

R. RAMSAY WRIGHT,

Dean of the Faculty of Arts.

ADDENDUM B—REPORT OF UNIVERSITY COLLEGE.

Principal, Maurice Hutton, M.A., LL.D.

Greek :

Professor, Maurice Hutton, M.A., LL.D.

Lecturer, Adam Carruthers, M.A.

Latin :

Professor, John Fletcher, M.A., LL.D.

Lecturer, W. S. Milner, M.A.

Lecturer, G. W. Johnston, B.A., Ph.D.

English :

Professor, W. J. Alexander, B.A., Ph.D.

Lecturer, D. R. Keys, M.A.

German :

Professor, W. H. VanderSmitten, M.A.

Lecturer, G. H. Needler, B.A., Ph.D.

Instructor, P. Toews, M.A., Ph.D.

French :

Professor, John Squair, B.A.

Lecturer, John Home Cameron, M.A.

Instructor, St. Elme de Champ, B. es L.

Oriental Literature :

Professor, J. F. McCurdy, Ph.D., LL.D.

Lecturer, R. G. Murison, M.A. Ph.D.

Ethics :

Professor, J. G. Hume, M.A., Ph.D.

The following table exhibits the number of students in attendance during the session :

First Year.....	Regular.....	148	
	Occasional.....	28	
		—	176
Second Year.....	Regular.....	137	
	Occasional.....	6	
		—	143
Third Year.....	Regular.....	115	
	Occasional.....	9	
		—	124
Fourth Year.....	Regular.....	101	
	Occasional.....	16	
		—	117
	Graduates.....	14	
	Ph.D. Students.....	4	
		—	578

The following tables exhibit the number of students in attendance upon lectures on subjects of the General and Honor Courses :

General Course.

	Greek.	Latin.	Ancient History.	English.	German.	French.	Oriental.	Ethics.
First Year.....	36	148	99	159	45	61	26	.....
Second Year.....	44	94	.....	117	33	40	16	.....
Third Year.....	21	21	.....	111	6	10	3	44
Fourth Year.....	5	11	.....	64	13	15	7	.....
Totals.....	106	274	99	451	97	126	52	44

Honor Course.

	Greek.	Latin	Ancient History.	English.	German.	French.	Oriental.	Ethics.
First Year.....	17	21	21	71	48	62	.....	.....
Second Year.....	16	16	39	45	25	25	.....	.....
Third Year.....	16	15	16	34	18	20	.....	11
Fourth Year.....	6	5	5	26	17	20	.....	12
Ph. D. Students.....	.....	.....	.....	.....	.....	.....	3	1
Totals.....	55	57	81	176	108	127	11	24

ADDENDUM C.—VICTORIA UNIVERSITY.

Rev. N. Burwash, S.T.D., LL.D., F.R.S.C.,
President.

Rev. Alfred H. Reynar, M.A., LL.D.,
Dean of Faculty of Arts, William Gooderham Professor of English Literature.

A. R. Bain, M.A., LL.D.,
Nelles Professor of Ancient History.

Rev. E. I. Badgley, M.A., LL.D.,
Egerton Ryerson Professor of Mental and Moral Philosophy.

Rev. Francis Huston Wallace, M.A., D.D.,
Dean of Faculty of Theology, Professor of Biblical Greek.

A. J. Bell, M.A., Ph.D. (Bresl.),
Macdonald Professor of the Latin Language and Literature.

Rev. John Burwash, M.A., D.Sc., LL.D.,
Professor of English Bible.

L. E. Horning, M.A., Ph.D. (Goettingen),
Professor of German and Old English.

Rev. J. F. McLaughlin, B.A., B.D.,
Professor of Oriental Languages and Literature.

J. C. Robertson, B.A.,
Professor of the Greek Language and Philosophy.

Pelham Edgar, Ph.D.,
Professor of the French Language and Literature.

A. L. Langford, M.A.,
Associate Professor of the Greek Language and Literature.

A. E. Lang, M.A.,
Associate-Professor of the German Language and Literature.

E. Masson,
Instructor in French.

A. P. Misener, M.A.,
Lecturer in Oriental Languages and Literature.

The following table exhibits the number of Arts students in attendance during the session :

First Year.....	Regular	66	
	Occasional.....	8	
		—	75
Second Year.....	Regular.....	59	
	Occasional.....	14	
		—	73
Third Year.....	Regular	45	
	Occasional.....	14	
		—	59
Fourth Year.....	Regular.....	32	
	Occasional.....	6	
		—	38
	Graduates.....	9	
	Ph. D. Students.....	3	
		—	257

ADDENDUM D.—FACULTY OF MEDICINE.

Dean of the Faculty, Prof. R. A. Reeve, M.D., LL.D.

Professores Emeriti :

James Thorburn, M.D.
M. H. Aikins, B.A., M.D.
W. W. Ogden, M.D.
J. H. Richardson, M.D.

Professor of Surgery and Clinical Surgery :

I. H. Cameron, M.B., Tor., F.R.C.S., Eng.

Associate-Professor of Surgery and Clinical Surgery :

G. A. Peters, M.B., Tor., F.R.C.S., Eng.

Associate-Professors of Clinical Surgery :

A. Primrose, M.B., C.M., Edin.
B. Spencer, M.D., Tor.
L. M. Sweetnam, M.B., Tor.
H. A. Bruce, M.B., Tor., F.R.C.S., Eng.
W. Oldright, M.A., M.D., Tor.
F. N. G. Starr, M.B., Tor.

Demonstrators of Clinical Surgery :

C. L. Starr, M.B., Tor.
W. McKeown, B.A., M.B., Tor.

Professor and Director of the Anatomical Department :

A. Primrose, M.B., C.M., Edin.

Associate-Professor of Anatomy :

H. W. Aikins, B.A., M.B., Tor.

Demonstrator of Anatomy :

F. N. G. Starr, M.B., Tor.

Assistant Demonstrators of Anatomy :

C. L. Starr, M.B., Tor.
A. A. Small, M.B., Tor.
W. J. Wilson, M.B., Tor.
R. E. Hooper, B.A., M.B., Tor.
S. H. Westman, M.B., Tor.
W. J. Wilson, M.B., Tor.
D. McGillivray, M.B., Tor.
R. D. Rudolf, M.D., C.M., Edin., M.R.C.S., Lond.
W. H. Piersol, B.A., M.B., Tor.
A. C. Hendrick, B.A., M.B., Tor.
A. J. MacKenzie, B.A., M.B., LL.B., Tor.

Professor of Medicine and Clinical Medicine :

A. McPhedran, M.B., Tor.

Associate-Professors of Clinical Medicine :

W. P. Caven, M.B., Tor.
W. B. Thistle, M.D., Tor.

Lecturers in Medicine and Clinical Medicine :

R. J. Dwyer, M.B., Tor.

R. D. Rudolf, M.D., C.M., Edin., M.R.C.S., Lond.

Lecturer in Clinical Medicine :

G. Boyd, B.A., M.B., Tor.

Demonstrators in Clinical Medicine :

A. R. Gordon, M.B., Tor.

G. Chambers, B.A., M.B., Tor.

Professor of Pathology and Bacteriology :

J. J. MacKenzie, B.A., M.B., Tor.

Associate-Professor of Pathology and Bacteriology :

J. A. Amyot, M.B., Tor.

Laboratory Assistant in Bacteriology :

W. Goldie, M.B., Tor.

Assistant Demonstrators of Pathology :

G. Silverthorn, M.B., Tor.

W. J. Wagner, M.B., Tor.

Professor of Materia Medica and Therapeutics :

James M. MacCallum, B.A., M.D., Tor.

Associate-Professor of Pharmacology and Therapeutics :

C. F. Heebner, Phm.B., Tor.

Professor of Gynaecology :

U. Ogden, M.D., Tor.

Professor of Obstetrics :

A. H. Wright, B.A., M.D., Tor.

Associate-Professor of Obstetrics and Pediatrics :

H. T. Machell, M.D., Tor.

Associate-Professor of Gynaecology :

J. F. W. Ross, M.B., Tor.

Demonstrator of Obstetrics :

K. C. McIlwraith, M.B., Tor.

Professor of Ophthalmology and Otology :

R. A. Reeve, B.A., M.D., LL.D., Tor.

Associate Professor of Ophthalmology and Otology :

G. H. Burnham, M.D., Tor., F.R.C.S., Edin.

Professor of Laryngology and Rhinology

G. R. McDonagh, M.D., Tor.

Professor of Hygiene :

W. Oldright, M.A., M.D., Tor.

Professor of Toxicology :

W. H. Ellis, M.A., M.B., Tor.

Professor of Medical Jurisprudence :

B. Spencer, M.D., Tor.

Lecturer on Medical Jurisprudence :

Hon. David Mills, LL.B., K.C.

Extra Mural Professors of Mental Diseases :

Daniel Clark, M.D., Tor.

N. H. Beemer, M.B., Tor.

Professor of Physics :

James Loudon, M.A., LL.D., Tor.

Lecturer on Physics :

C. A. Chant, M.A., Ph.D., Tor.

Professor of Chemistry :

W. R. Lang, D.Sc., Glasg.

Lecturers in Chemistry :

F. B. Kenrick, M.A., Tor., Ph.D., Leipzig.

F. B. Allan, M.A., Ph.D., Tor.

Associate-Professor of Physical Chemistry :

W. L. Miller, M.A., Tor., Ph.D., Munich.

Professor of Biology :

R. Ramsay Wright, M.A., B.Sc., Edin., LL.D., Tor.

Assistant Demonstrator in Biology :

R. R. Bensley, B.A., M.B., Tor.

Professor of Physiology :

A. B. Macallum, M.A., M.B., Tor., Ph.D., Johns Hopkins.

The following table exhibits the number of students registered as in attendance upon the lectures given by the staff of the Faculty of Medicine :

Students in the fifth year (Post Graduate).....	2
Students in the fourth year	58
Students in the third year.....	99
Students in the second year.....	117
Students in the first year.....	131
Occasional students.....	67
Total.....	474

ADDENDUM E—APPLIED SCIENCE AND ENGINEERING.

Dean of the Faculty, Principal Galbraith, M.A., LL.D.

Chemistry :

Professor, W. H. Ellis, M.A., M.B.

Demonstrator, J. W. Bain, B.A.Sc.

Fellow, E. G. R. Ardagh, B.A.Sc.

Lecture Assistant, J. A. DeCew, Grad. S.P.S.

Mineralogy and Geology, Mining and Metallurgy :

Professor, A. P. Coleman, Ph.D.

Lecturer, G. R. Mickle, B.A.

Fellow, A. H. A. Robinson, B.A.Sc.

Applied Mechanics :

Professor, J. Galbraith, M.A.
 Lecturer, J. A. Duff, B.A.
 Lecturer, R. W. Angus, B.A.Sc.
 Demonstrator, W. Monds, B.A.Sc.
 Fellow, A. H. Harkness, B.A.Sc.

Architecture and Drawing :

Professor, C. H. C. Wright, B.A.Sc.
 Fellow, J. T. M. Burnside, B.A.Sc.
 Fellow, J. A. Craig, B.A.Sc.

Surveying and Geodesy :

Professor, L. B. Stewart, D.T.S.
 Demonstrator, A. T. Laing, B.A.Sc.

Electricity :

Professor, T. R. Rosebrugh, M.A.
 Fellow, W. G. Chace, Grad. S.P.S.

Mathematics :

Professor, Alfred Baker, M.A.
 Lecturer, A. T. DeLury, M.A.
 Fellow, E. F. Burton, B.A.

Physics :

Professor, James Loudon, M.A., LL.D.
 Demonstrator, W. J. Loudon, B.A.
 Lecturer, C. A. Chant, M.A., Ph.D.
 Demonstrator, J. C. McLennan, B.A., Ph.D.
 Mechanical Assistant, J. S. Plaskett, B.A.
 Lecture Assistant, G. R. Anderson, M.A.

Biology :

Professor, R. Ramsay Wright, M.A., B.Sc., LL.D.

Number of students by Years :

First year.....	147
Second year.....	81
Third year.....	45
Fourth year.....	15
Occasional.....	2
	<hr/> 290

Number of students by departments :

1. Civil Engineers.....	73
2. Mining Engineers.....	69
3. Mechanical and Electrical Engineers.....	139
4. Architecture ...	2
5. Applied Chemistry.....	7
	<hr/> 290

ADDENDUM F—THE LIBRARY.

The Librarian of the University of Toronto begs to submit his annual report for the year ending June 30th, 1902 :

1. The number of bound volumes added to the Library during the year was 4,201, of which 2,150 were presentations, making the total contents of the Library 72,337 volumes. The number of pamphlets added during the year

was 1,484. The total number of pamphlets, of which no accurate account was kept until the last few years, now exceeds 22,500.

2. During the Session 1901-2 the average daily attendance of readers is estimated at 79. The largest number counted was 146, in the morning of February 19th, and 140 and over were also counted on three other occasions during March and April. The statistics of the use of books by students are as follows, comparisons being made with similar statistics for the previous year :

	1900-1.	1901-2.
Average number of books	762	766
Average number of books taken out by students for the night, per week . .	332	320
Total number of books taken out by students for periods longer than one night	3482	3687

Under the arrangement for giving students access to the stack-room on recommendation of a professor, 27 persons were admitted during the year for various periods. The similar figures for 1900-1 and 1899-1900 are 26 and 19 respectively.

3. The number of institutions and learned societies on the exchange list of the Library, to which the University of Toronto Studies and the University Calendar and Examination Papers are sent, is now 410. The Library receives 170 periodicals and serial publications in return, besides University Calendars and many occasional publications from institutions included in the above total of 410 to which the University publications are sent.

4. The chief necessity of the Library noted in the report for last year was a cataloguer. The Trustees had not been able to make an appropriation for the salary of a cataloguer up to the close of the year covered by this report, but an allowance for the purpose has been included in the estimates for the year 1902-3.

5. The absence of reading-room accommodation for Professors and other members of the Faculties, which has always been a defect in the Library building, is increasingly felt, owing to the continual additions that are made to the teaching body. Hitherto the room used for storing the current numbers of periodicals has done duty as a reading-room for the professors. It is also, however, the only available working-room for one of the assistants, and as the tables in that room are frequently covered either with unbound volumes of periodicals in course of preparation for sending to the binder, or with volumes that have come up from the binder and are in process of being checked and verified, it is obvious that there is no proper accommodation there for members of the Faculties desirous of working in close proximity to the collection of books. For the cataloguer, when appointed, a space will have to be found in the receiving room for new books, or in the Professors' reading-room, which, as just mentioned, is already used for accommodation of books bound or to be bound. It is probable that the cataloguer will be shifted from one to the other room according to the exigencies of the situation, and may even have to do her work occasionally among the students in the reading-room. It need hardly be pointed out that such paucity of office accommodation is unknown in any other modern library.

It is respectfully urged, therefore, that it is a most pressing need of the University to have an addition built to the Library building to provide a proper reading-room for members of the Faculties and additional accommodation for administrative purposes.

6. The following is a list of some notable books included in the Scadding bequest added to the shelves during the year 1901-2 :

- Herp. Speculum aureum decem praeceptorum Dei. Mainz, Schoeffer, 1474.
 Bonaventure, Speculum beatae Mariae virginis. Augsburg, Sorg., 1477.
 Peter Lombard, Libri sententiarum, 1468.
 Joh. Gritsch, Quadragesimale, 1479.
 Missale Babenbergense. Bamberg : Pfeyl, 1499.
 Tortellius, Commentaria grammatica. Venice: Tacuinus, 1495.
 Nestor, Vocabulista. Venice : Pinzins, 1496.
 Perotus, Rudimenta grammatices. Brescia, ca 1475.
 Pomponius Laetus, Romanae Historiae Compendium. Venice, 1499.
 Dominicus de Sto Geminiano, Lectura prima super sexto libro decretalium. Venice: Rubeis, 1476.
 Jacopo de Voragine, Lombardica historia (Golden Legend). Strassburg, 1490.

Other early printed or rare editions:

- Chaucer, Works, ed. Speght, 1602.
 Pope, Works, 1st collected edition of his miscellaneous poems, 1717.
 Milton, Paradise Lost, 3rd ed., 1678.
 Sidney (Sir P.), Countesse of Pembroke's Arcadia, 8th ed., 1633.
 Spenser, Faerie Queen and other works, 1st folio ed., 1611.
 Speculum intellectuale felicitatis humane, etc. Nuremberg Pinder, 1510.
 Virgil, Folio ed., Glasgow : Foulis, 1778.
 Gerard's Herbal, enlarged by Thos. Johnson, Lond. Adam Islin, 1633.
 Erasmus, Hyperaspites, 1st edition, 1526.
 Homer, Iliad and Odyssey, 2 vols. Aldus, 1517.

All of which is respectfully reported.

(Sgd.)

H. H. LANGTON, Librarian.

ADDENDUM G—BIOLOGICAL MUSEUM.

A list of donations to the Museum during the academic year 1901-2 will be found at page 31 of the Appendix to the Calendar for 1902-3. The most important of these were :

1. A valuable series of specimens illustrative of the Fauna of Borneo—chiefly Mamalian skins and skeletons—from Charles Hose, Esq. Resident, Baram District, Sarawak.

2. Gifts of \$125 and \$25 respectively from Joseph Kilgour, Esq., and Frederic Nichols, Esq., which made possible the purchase of interesting reptiles from the Galapagos Islands.

Considerable progress has been made with the cataloguing and arrangement of the collections. During the last two years a graduate has been employed in the preparation of a card catalogue, a task which has not hitherto been attempted. The small sum annually appropriated for this purpose is not only more than repaid to the University by the increased usefulness of its collections, but an opportunity is also afforded for the study of systematic Zoology to a student desirous of specializing in this direction. Already upwards of 6,000 cards have been entered; of these 1,000 refer to 357 species and 217 genera of Mammals; 4,000 to 1,400 species, and 750 genera of Birds, and nearly 1,000 to 320 species and 150 genera of Reptiles. Four hundred specimens, chiefly duplicates of Invertebrates from the Challenger Collection, secured through the British Museum of Natural History, have also been catalogued. It is hoped that the remainder of the Ver-

tebrates may be completed during the present academic year, and that a compendious description of the most interesting features of the Collection may thereafter be published in the University Studies.

The proper arrangement of the large series of skins presented by the Trustees of the British Museum of Natural History, and the inadequacy of the show-cases to display without crowding mounted specimens of Birds and Mammals in our possession, render necessary a further provision of show-cases. I beg to recommend, therefore, that combined storage and show-cases be provided for the east walls of the ground floor, at a cost of \$1,500.

In view of the circumstance that the room now occupied by the Ferrier Collection of Minerals, but originally intended for the Botanical side of the Biological Museum, will be vacated in the near future, I beg to suggest that the Lecturer in Botany be invited in association with myself to prepare a report on the necessary fittings and equipment.

R. RAMSAY WRIGHT,
Curator.

ADDENDUM H—PATHOLOGICAL MUSEUM.

The University of Toronto Medical Faculty Museum of Pathology contains at present about 800 specimens, and is being continually added to from month to month.

The majority of the specimens have been preserved in alcohol, and have the faults of alcoholic specimens, but during the past year a modification of the Raiserling Method of preparation has been adopted, and it is intended in time to eliminate the older alcoholic specimens and substitute for them those in which the natural colours are as far as possible preserved.

Most of the specimens are still preserved in cylindrical jars, but for these the rectangular jars are gradually being substituted.

A decimal method of classification has been adopted, which will enable the Curator to add specimens without altering the numbering of those already on the shelves.

(Signed) J. J. MACKENZIE,
Curator.

ADDENDUM J—CHEMICAL LABORATORY.

To James Loudon, Esq., LL.D.,

President of the University of Toronto :

Sir,—I have the honor to inform you that, through the kindness of friends interested in the chemical manufactures of Great Britain, an extensive collection of specimens of pure chemicals, refined metals and by-products, have been presented to the University. These specimens, amounting to more than five hundred in number, have been properly arranged in the Chemical Laboratory, and are now in daily use as lecture illustrations.

Particulars are contained in the following list :

Messrs. Tyrer and Co., London : Compounds of mercury, tin, bismuth, phosphorus, copper, zinc, and aluminum, along with specimens of the pure metals.

Manchester Alum Works : Large crystals of the alums, and of the native Bauxites from which they are made.

Sir James King, Bart., of Campsie : Two large crystals of yellow and red prussite of potash, each standing about a foot high.

Mr. George Beilby, of the Oakbank Oil Company : Specimens of the bituminous shales used first by the late Dr. James Young, for the production of naphtha, lighting and lubricating oils, and solid paraffin waxes.

Dr. Ludwig Mond, F.R.S.: Specimens of soda crystals and other alkali products from the famous Brunner Mond Works.

The United Alkali Company: Alkali and bleaching products, with specimens of "black ash," "Weldon's mud," and of the materials used at the various stages in the production of soda and of bleaching powder.

The Glasgow Lead and Color Works: Series of Mineral pigments and several "wickets" of lead, before and after their conversion into white lead.

Lord Overtoun: Complete series of compounds of chromium, including a magnificent rose or crystal of bichromate of potash, in height about a foot and proportionately broad. This crystal was specially grown for me, and took about a year to reach its present size.

Messrs. Broadfoot & Sons: A selection of brass and gun-metal alloys, showing fractures with the breaking strains, and analyses attached.

The British Dyewood and Chemical Company: Natural dyewoods and extracts.

The Dominion Dyewood and Chemical Company (per Mr. M. J. Taylor): A collection of coal tar colors manufactured at the Elberfeld Works.

The University is indebted to Messrs. Allan, of Montreal, and to the Grand Trunk Railway for free transportation of the specimens.

I trust to be able to secure further additions to the collection year by year.

I have the honor to be, Sir,

Your obedient servant,

(Signed.) W. R. LANG,

Curator.

February 2nd, 1903.

ADDENDUM K—"UNIVERSITY OF TORONTO STUDIES."

University of Toronto Library, January 8th, 1903.

To the President of the University of Toronto:

Sir,—I beg to submit the following report of "University of Toronto Studies" for the year 1902:

1. The publication of University of Toronto Studies was commenced in the year 1898 by the aid of a Legislative grant of \$500, subsequently increased to \$600 per annum. An annual sum is also contributed by the University Library as an equivalent for the use of the Studies as Library exchanges.

2. The following list of the published Studies, arranged by years, will show the considerable dimensions to which the Studies have attained on the small sum allowed annually:

In 1898:

History—Review of Historical Publications relating to Canada. Vol. 2, edited by Professor Wrong and H. H. Langton.

Economics—Public Debts in Canada, by J. Roy Perry.

Psychology—Spatial Threshold of Colour, by W. B. Lane and others.

Biology—Gametophyte of Botrychium Virginianum, by E. C. Jeffrey.
(Reprint from Canadian Institute Transactions.)

In 1899:

History—Review of Historical Publications relating to Canada. Vol. 3, edited by Professor Wrong and H. H. Langton.

Psychology—Contribution to the Psychology of Time, by Messrs. Shaw and Wrinch.

Psychology—Experiments on Time Relations of Poetical Metres, by Messrs. Hurst and McKay.

In 1900 :

History—Review of Historical Publications, Vol. 4, edited by Messrs. Wrong and Langton.

History—Preliminary Stages of the Peace of Amiens, by H. M. Bowman.

Psychology—Conceptions and Laws in Aesthetics, by Prof. Kirschmann; Experiments in Colours (2 papers), by Miss Baker and W. J. Dobbie.

Geology—The Huronian of the Moose River Basin, by W. A. Parks.

Physiology—Structure, etc., of Nerve-Cells, by F. H. Scott. (reprint from Canadian Institute Transactions.)

Physiology—On the Cytology of Non-Nucleated Organisms, by Professor Macallum (reprint from Canadian Institute Transactions.)

Anatomy—Anatomy of the Orang-Outang, by Professor Primrose. (reprint from the Canadian Institute Transactions.)

In 1901 :

History—Review of Historical Publications, Vol. 5, edited by Messrs. Wrong and Langton.

History—Early Trading Companies of New France, by H. P. Biggar.

Physiology—Observations on Blood Pressure, by R. D. Rudolf.

In 1902 :

History and Economics—Review of Historical Publications, Vol. 6, edited by Messrs. Wrong and Langton.

History and Economics—City Government in Canada (3 papers), by Messrs. Wickett and Lighthall.

Psychology—Conception and Classification of Art from a psychological standpoint, by Professor Kulpe (University of Wuerzburg); Experiments on Colour and Light (3 papers), by Miss Baker and Messrs. Wilson and Abbott.

Biology—On the Identification of Meckelian and Mylohyoid Grooves, etc., by B. A. Bensley.

Biology—Anatomy of the Osmundaceae, by J. H. Faull. (reprint from Botanical Gazette.)

Geology—Michipicoten Iron Ranges, by Professor Coleman and A. B. Wilmott.

3. The increase last year in the number of subjects and departments represented points to the more general interest in the publication taken by the members of the Faculties. Papers are now under consideration in subjects such as Philology and Philosophy, in which no studies have yet been issued. With the growth of the recognition of the University of Toronto Studies as a vehicle of publication by members of the University the difficulty of making the present annual grant suffice is becoming greater. Many papers by members of the Faculties are now printed in American and English scientific journals which would increase the reputation of the University as well as of their authors if they could be issued as University of Toronto Studies. The publication of some valuable works has already been postponed for want of funds, and others on early Canadian History embodying the results of researches in Europe are known to be in preparation, which it will be impossible to accept unless the existing grant is increased. Without any departure from the present high standard of the papers accepted, an annual grant of \$1,000 would be no more than sufficient to maintain the Studies on the lines originally projected, viz., as a publication in the interests of scientific research especially as carried on in the University of Toronto.

All of which is respectfully submitted,

H. H. LANGTON, General Editor.

ADDENDUM L—MARINE BIOLOGICAL STATION OF CANADA.

To the President of the University of Toronto :

Sir,—I beg to submit the following memorandum with regard to work at the Biological Stations at Canso and the Georgian Bay.

Canso Station.

Since this station was established four years ago, the members of the Biological Staff of the University have co-operated heartily in its work, and the University has made it possible for some of its younger graduates to associate themselves therewith by making an annual appropriation to cover their travelling expenses to the distant parts of the Dominion (St. Andrews, N.B., Canso, N.S.) where it has been situated. The report of the first two seasons' work contains contributions from various members of the University, and the forthcoming report dealing with the last two seasons during which the undersigned has acted as Assistant Director, will indicate continued activity.

Georgian Bay Station.

The Department of Marine and Fisheries, taking advantage of the existence of a summer colony from the University on the Georgian Bay, has begun investigations on the Biology of the Great Lakes, in which members of the University have been active.

I have the honor to be, Sir,

Yours faithfully,

(Signed) R. RAMSAY WRIGHT.

ADDENDUM M.—FINANCIAL STATEMENTS.

FACULTY OF ARTS.

Receipts—1901-1902.

Interest on purchase moneys.....	2,180 59
“ loans	16,072 37
“ debentures	11,738 23
“ bank balances (including interest on advances to Medical Faculty)...	717 05
Rentals, University Park Lands.....	12,697 69
“ business properties.....	3,821 40
“ School of Science site.....	925 00
“ Biological Building (Medical Faculty).....	1,900 00
“ Board of Health.....	200 00
“ City of Toronto (park).....	6,000 00
“ Sundry earnings.....	2,590 51
University Fees (including Library and Gymnasium).....	49,877 43
Legislative Grant.....	7,000 00
Wild lands sales.....	2,874 87
	<hr/>
	\$18,595 14
Reserve for interest on Retirement Fund, Scholarship and other Trust Funds....	8,080 69

*Expenditure, 1901-1902.**Summary.*

1. Salaries and Pensions—	
(a) Salaries.....	85,148 00
(b) Pensions.....	2,800 00
2. Bursar's Office.....	749 66
3. Registrar's Office.....	2,023 94
4. Vice-Chancellor's Office.....	700 00

5. President's Office.....	326 25
6. Law Costs.....	1,495 00
7. General Incidentals.....	784 75
8. Insurance.....	1,800 00
9. Telephones.....	217 50
10. Convocation Expenses.....	800 52
11. Examinations.....	5,225 00
12. Library.....	2,335 07
13. Grounds.....	2,748 00
14. Main Building.....	3,999 25
15. Biological Department—	
(a) Maintenance of Structure.....	2,547 97
(b) Maintenance of Department.....	2,584 62
16. Physiological Department.....	700 00
17. Psychological Department.....	150 00
18. Mathematics.....	73 50
19. Political Science.....	25 00
20. History.....	16 15
21. Italian and Spanish.....	20 00
22. Advertising (University).....	399 79
23. Incidentals (University).....	174 52
24. Classics.....	5 75
25. English.....	100 00
26. French.....	40 00
27. German.....	9 84
28. Oriental Literature.....	25 00
29. Stationery (University College).....	75 00
30. Printing.....	75 00
31. Advertising.....	99 70
32. Incidentals.....	49 81
33. Gymnasium and Student's Union.....	1,125 26
34. Senate Elections.....	329 00
35. Royal Society of Canada.....	100 00
36. University Press.....	246 27

Total Expenditure (exclusive of Departments sustained by Government).... \$120,125 12

DETAILS OF EXPENDITURE.

Salaries.

1. Bursar's Office :	
Bursar.....	2 000 00
Accountant.....	1,200 00
Fees Clerk.....	600 00
	3,800 00
2. Library :	
Librarian.....	2,000 00
First Assistant.....	500 00
Second Assistant.....	487 50
Third Assistant.....	162 50
Two Delivery Clerks.....	400 00
Caretaker.....	487 50
	4,037 50
3. University of Toronto, general :	
President (also paid as Professor of Physics).....	1,800 00
Registrar.....	1,500 00
Registrar's Stenographer.....	321 50
Bedell (with free house).....	600 00
Architect.....	100 00
Janitor.....	450 00
Gardener.....	440 00
Engineer (with rooms and fuel).....	576 00
Fireman (salary at \$35 per month for eight months).....	280 00
Carpenter.....	620 00

Cleaners.....	480 60
Messenger.....	142 00
	<hr/>
4. Pensions :	7,309 50
E. J. Chapman.....	1 800 00
J. M. Hirschfelder.....	1,000 00
	<hr/>
5. Teaching Staff, etc., University of Toronto :	2,800,00
(a) Modern History and Ethnology :	
Professor.....	3,175 00
	<hr/>
(b) Political Science :	
Professor.....	3,200 00
Professor of Constitutional and International Law.....	750 00
Professor of Roman Law, Jurisprudence and History of English Law.....	750 00
Lecturer (sessional).....	1,000 00
	<hr/>
	5,700 00
(c) Mathematics :	
Professor.....	3,200 00
Associate Professor.....	1,800 00
Fellow.....	500 00
	<hr/>
	5,500 00
(d) Biology :	
Professor.....	3,200 00
Lecturer in Zoology and Assistant Curator Museum (one term in 1901-2, new appointment).....	500 00
Lecturer in Biology and Histology (Laboratory only in 1901-2, new appointment).....	450 00
Demonstrator.....	325 00
Class Assistant in Histology (sessional).....	150 00
Lecture and Laboratory Assistant (sessional).....	250 00
Class Assistants (6 at \$50) (sessional).....	300 00
Sub-Curator Museum.....	750 00
Attendant and Caretaker.....	500 00
Laboratory and Museum Attendant.....	150 00
	<hr/>
	6,575 00
Sub-department of Botany :	
Lecturer.....	1,800 00
Instructor (sessional).....	250 00
	<hr/>
	8,625 00
(e) Physiology :	
Professor.....	2,500 00
Demonstrator (sessional).....	600 00
	<hr/>
	3,100 00
(f) Italian and Spanish :	
Professor.....	2,500 00
Instructor in Italian (sessional).....	400 00
Instructor in Spanish (sessional).....	50 00
	<hr/>
	2,950 00
(g) Philosophy :	
Associate Professor.....	1,900 00
Lecturer.....	1,475 00
Lecturer (sessional).....	1,000 00
Laboratory Assistant (sessional).....	200 00
	<hr/>
	4,575 00
6 Teaching Staff, University College :	
(a) Ethics, Professor.....	3,200 00

(b) Greek :		
Professor.....	3,200	00
Lecturer.....	1,800	00
	<hr/>	
	5,000	00
(c) Latin :		
Professor.....	3,075	00
Lecturer.....	1,800	00
Lecturer.....	1,475	00
	<hr/>	
	6,350	00
(d) Oriental Literature :		
Professor.....	3,200	00
Lecturer.....	1,475	00
	<hr/>	
	4,675	00
(e) English :		
Professor.....	3,200	00
Lecturer.....	1,800	00
	<hr/>	
	5,000	00
(f) French :		
Professor.....	2,500	00
Lecturer.....	1,800	00
Instructor.....	750	00
	<hr/>	
	5,050	00
(g) German :		
Professor.....	2,500	00
Lecturer.....	1,800	00
Instructor.....	1,000	00
	<hr/>	
	5,300	00
7. University College, general :		
Principal (9 months)	225	00
8. Gymnasium :		
Secretary.....	£00	00
Instructor.....	800	00
Caretaker.....	576	00
	<hr/>	
	\$1,576	00
<i>Expenses.</i>		
2. Bursar's office :		
Stationery, postage, printing and incidentals	449	66
Auditor.....	300	00
	<hr/>	
	749	66
3. Registrar's office :		
Stationery and office supplies.....	261	70
Postage	340	00
Printing, other than Calendar.....	270	88
Printing Calendar and Curricula.....	1,151	36
	<hr/>	
	2,023	94
4. Vice-Chancellor's office :		
Honorarium.....	400	00
Expense indemnity.....	300	00
	<hr/>	
	700	00
5. President's office :		
Secretarial allowance.....	200	00
Postage and incidentals.....	35	60
Travelling expenses.....	91	65
	<hr/>	
	325	25
6. Law costs.....		1,495
		00
7. General incidentals, including commissions on real estate transactions.....		784
		75

8. Insurance	1,800 00
9. Telephones	217 50
10. Convocation expenses.....	800 52
11. Examinations :	
(a) Remuneration to examiners :	
Arts	677 45
Medicine	1,386 35
Law	120 00
Engineering and Applied Science.....	200 00
Dentistry	323 00
Agriculture	277 28
Music.....	87 05
Pharmacy	430 86
Pedagogy.....	120 00
Matriculation	95 00
	3,716 89
(b) Stationery and supplies.....	547 61
(c) Cost of printing examination papers and class lists	1,265 50
	5,530 00
Less Government share for departments of Chemistry and Physics.....	305 00
	5,225 00
12. Library :	
(a) Maintenance :	
Fuel	334 56
Water	16 98
Cleaning	175 00
Repairs and Incidentals.....	108 53
	635 07
(b) Customary grant for books.....	1,700 00
21008 (Further appropriation from Library Book Funds, \$3,868.92).....	
13. Grounds :	
Labour, tools, gravel, etc.....	2,748 00
14. Main Building :	
Repairs, (including carpentry and plumbing,) and sundries.....	1,921 29
Dynamo.....	1,141 52
Fuel	2,098 98
Water	243 16
Gas and Electric Light.....	319 30
	5,724 25
Less Government share for Department of Physics.....	1,725 00
	3,999 25
15. Biological Building :	
(a) Maintenance of Structure:	
Fuel	888 56
Gas and electric light.....	208 34
Water	92 07
House furnishings and cleaning materials.....	195 94
Repairs, including carpentry and plumbing.....	578 50
Additional attendance and cleaning assistance.....	253 75
Extraordinary expenditure	430 81
	2,647 97
Less Government share for Department of Mineralogy and Geology	100 00
	2,547 97
(b) Biological Department :	
Laboratory and Lecture Room supplies.....	351 74
Museum supplies.....	617 78
Marine and Lake laboratories.....	171 90

Students' laboratory supplies	744 75
Assistance in preparation of catalogue	225 00
New microscopes	473 45
	<hr/>
16. Physiological Department :	2,584 62
Maintenance, apparatus, etc.	700 00
Students' laboratory supplies	
	<hr/>
	700 00
17. Psychological Department :	
Maintenance	150 00
18. Mathematics	73 50
19. Political Science :	
Class room supplies	25 00
20. History :	
Class room supplies	16 15
21. Italian and Spanish :	
Class room supplies	20 00
22. Advertising	399 79
23. Incidentals	174 52
<i>University College Departments.</i>	
24. Classics :	
Greek class room supplies	
Latin class room supplies	5 75
25. English :	
Class room supplies and provision for reading essays	100 00
26. French :	
Class room supplies	40 00
27. German :	
Class room supplies	9 84
28. Oriental Literature :	
Class room supplies	25 00
29. Stationery	75 00
30. Printing	75 00
31. Advertising	99 70
32. Incidentals	49 81
33. Gymnasium and Students' Union :	
Fuel	366 90
Water	131 88
Gas	89 40
Cleaning	80 65
Repairs and incidentals	117 51
Apparatus, labor, etc., (including new lockers in 1901-2)	338 82
	<hr/>
	1,125 20
34. Senate elections :	
Allowance to scrutineers and assistants ..	129 50
Postage, printing and incidentals	199 50
	<hr/>
	329 00
35. Royal Society of Canada, towards expenses of meeting	100 00
36. University Press :	
Portion of \$2,000 remaining to be provided for cost of presses and type ..	246 27
Additions to type and equipment	
Incidental expenses	
	<hr/>
	246 27

DEPARTMENTS MAINTAINED BY GOVERNMENT.

Summary.

Chemistry :	
Salaries	8,204 75
Maintenance	3,585 00

2. Physics :		
Salaries	10,350	00
Maintenance	3,525	00
3. Mineralogy and Geology :		
Salaries	3,575	00
Maintenance	891	79
4. Examination expenses :		
Share of Chemistry and Physics	303	00
		<hr/>
	30,436	54
1. Chemistry :	DETAILS.	
(a) Salaries :		
Professor	2,600	00
Associate Professor	1,900	00
Lecturer	1,075	00
Lecturer	1,075	00
Assistant (sessional)	500	00
Assistant (sessional)	400	00
Attendant	504	00
Cleaner	150	75
		<hr/>
	8,204	75
(b) Maintenance of Building :		
Fuel	564	40
Gas and electric light	183	04
Water	138	17
Cleaning	110	00
Repairs and incidentals	272	61
Fitting up physical chemical laboratory	1,316	78
		<hr/>
	2,585	00
(c) Maintenance of department :		
Chemicals and glassware	1,000	00
		<hr/>
	1,000	00
2. Physics :		
(a) Salaries :		
Professor	3,200	00
Associate Professor	1,800	00
Associate Professor	1,800	00
Lecturer	1,800	00
Mechanical assistant	1,000	00
Laboratory assistant (sessional)	650	00
Lecture assistant (sessional)	100	00
		<hr/>
	10,350	00
(b) Maintenance of department :		
Supplies, apparatus, etc	1,800	00
Proportions of fuel, water, light, cleaning, repairs, and incidentals,		
Main Building account	1,725	00
		<hr/>
	3,525	00
3. Mineralogy and Geology :		
(a) Salaries :		
Professor Geology	500	00
Professor Mineralogy (9 months in 1901-2)	1,875	00
Lecturer	1,000	00
Attendant	200	00
		<hr/>
	3,575	00
(b) Maintenance of Department :		
Apparatus for Mineralogy		
Apparatus for Geology		
Supplies and sundries, including students' supplies	791	79
Proportion of fuel, light, water, cleaning, repairs, and incidentals,		
Biological Building account	100	00
		<hr/>
	891	79

4. Departments of Chemistry and Physics :

Share of examination expenses :

Chemistry	180 00
Physics	125 00
	<hr/> 305 00

MEDICAL FACULTY.

Income.

First year	\$12,051 00	
Less Arts portion	1,610 00	
	<hr/>	\$10,441 00
Second year	\$10,950 00	
Less Arts portion	1,590 00	
	<hr/>	9,360 00
Third year		9,417 00
Fourth year		5,530 00
Miscellaneous fees		1,090 00
Registration fees		645 00
Psychological fees (collected for Dr. Daniel Clark)		265 00
Interest on bank account		346 21
		<hr/> \$37,094 21

Expenditures.

Salaries		\$24,615 73
Rents of :		
Biological building	\$1,900 00	
Gerrard street building	1,000 00	
	<hr/>	2,900 00
Interest on University advance 4% on \$3,200	\$128 00	
Repayment of part of advance	800 00	
	<hr/>	928 00
Working expenses		8,650 48
		<hr/> \$37,094 21

Professors.

Dr. A. Primrose	Anatomy	\$1,500 00
Dr. J. J. Mackenzie	Pathology	1,500 00
I. H. Cameron	Surgery and Clinical Surgery	1,101 00
Dr. A. McPhedran	Medicine and Clinical Medicine	1,101 00
Dr. W. Oldright	Hygiene	1,101 00
Dr. B. Spencer	Medical Jurisprudence	1,101 00
Dr. A. H. Wright	Obstetrics	1,101 00
Dr. U. Ogden	Gynaecology	734 00
Dr. J. M. MacCallum	Pharmacology and Therapeutics	734 00
Dr. R. A. Reeve	Ophthalmology, etc	440 32
Dr. G. R. McDonagh	Laryngology, etc	440 32
Dr. W. H. Ellis	Toxicology	366 93
		<hr/> \$11,220 57

Associate Professors.

Dr. G. A. Peters	Surgery and Clinical Surgery	\$1,101 00
Dr. G. H. Burnham	Ophthalmology	293 60
Dr. H. W. Aikins	Anatomy	734 00
Dr. W. P. Caven	Clin. Medicine	734 00
Dr. L. M. Sweetnam	Clin. Surgery	528 20
Dr. H. A. Bruce	do	528 20
Dr. J. F. W. Ross	Gynaecology	264 20
Dr. H. T. Machell	Obstetrics, etc	308 19
Dr. W. B. Thistle	Clin. Medicine, etc	528 19
Dr. F. N. G. Starr	Clin. Surgery, etc	396 19
Dr. J. A. Amyot	Pathology, etc	440 19
C. F. Heebner	Pharmacology	440 20
		<hr/> 6,296 16

Lecturers.

Dr. G. Boyd	Clinical Medicine	\$293 60	
Dr. R. D. Rudolph	Med. and Clin. Medicine	367 00	
Dr. R. J. Dwyer	do do	367 00	
			1,027 60

Demonstrators and Assistant Demonstrators.

Dr. F. N. G. Starr	Anatomy	\$150 00	
Dr. W. J. McCollum	do	100 00	
Dr. A. A. Small	do	100 00	
Dr. W. J. O. Malloch	do	100 00	
Dr. S. H. Westman	do	100 00	
Dr. E. R. Hooper	do	100 00	
Dr. W. J. Wilson	do	100 00	
Dr. C. L. Starr	do	100 00	
Dr. A. C. Hendrick	do	50 00	
Dr. A. J. Mackenzie	do	50 00	
Dr. D. McGillivray	do	50 00	
Dr. W. Goldie	Laboratory, Bacteriology	250 00	
Dr. G. Silverthorne	Pathology, etc	100 00	
Dr. C. J. Wagner	do	100 00	
Dr. T. D. Archibald	do	50 00	
Dr. M. M. Crawford	do	50 00	
Dr. A. R. Gordon	Clinical Medicine	176 28	
Dr. G. Chambers	do	176 28	
Dr. W. McKeown	Clinical Surgery	176 28	
Dr. C. L. Starr	do	176 28	
Dr. K. C. McIlwraith	Obstetrics	176 28	
			2,431 40

General Service.

Dr. A. Primrose	Secretary to Faculty	\$900 00	
Dr. J. J. Mackenzie	Assistant Secretary	100 00	
do	Curator of Museum	300 00	
Thos. Motton	Janitor and Caretaker at Medical School Building	720 00	
George Lynne	Attendant and Caretaker at Ana- tomical Department	660 00	
John Anderson	Additional attendant during session only (Anat. Dept.)	245 00	
Louis Meyer	Boy Messenger and attendant	200 00	
			3,125 00

Miscellaneous.

Dr. Daniel Clark	Psychology fees collected for him ..	\$265 00	
Dr. J. H. Richardson	Honorarium as retired Professor ..	250 00	
			515 00

Total		<u>\$24,615 73</u>
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FACULTY OF APPLIED SCIENCE AND ENGINEERING.

(School of Practical Science.)

EXPENDITURE.

Summary.

<i>Summary.</i>	
Salaries.....	\$25,425 00
Expenses.....	4,331 71
Maintenance and Repairs.....	5,154 02
Instruction by Arts Faculty.....	1,575 00
Examiners.....	1,054 15
	<hr/>
	\$37,539 88
Receipts from fees.....	\$20,059 50
	<hr/>
Showing a difference of.....	\$17,480 38
being the excess of expenditure over receipts supplied from vote of Legislature.	

DETAILS OF SALARIES.

Principals and Professors.

J. Galbraith.....	Principal and Prof. of Engineering.....	\$3,000 00
W. H. Ellis.....	Professor of Applied Chemistry.....	1,500 00
A. P. Coleman.....	Professor of Metallurgy and Assaying.....	2,000 00
L. B. Stewart.....	Professor of Surveying.....	1,700 00
C. H. C. Wright.....	Professor of Architecture.....	1,800 00
T. R. Rosebrugh.....	Professor of Electrical Engineering.....	1,700 00
		<hr/>
		\$11,700 00

Lecturers.

J. A. Duff ..	Lecturer in Applied Mechanics.....	\$1,300 00
G. R. Mickle.....	do in Mining.....	1,200 00
R. W. Angus.....	do in Mechanical Engineering.....	1,200 00
		<hr/>
		\$3,700 00

Demonstrators.

A. T. Laing	Demonstrator in Surveying and Assist. Secretary..	\$1,050 00
J. W. Bain.....	do in Analytical Chemistry ..	850 00
W. Monds	do in Mechanical Engineering (3 mos.).	75 00
		<hr/>
		\$2,075 00

Fellows and Assistants.

J. T. M. Burnside	Fellow in Civil Engineering.....	\$500 00
M. B. Weeks	do in Mining (9 mos.).....	375 00
A. H. Robinson.....	do in Mining (3 mos.).....	125 00
A. H. Robinson.....	do in Chemistry (9 mos.).....	375 00
E. G. R. Ardagh	do in Chemistry (3 mos.).....	125 00
A. H. Harkness	do in Applied Mechanics.....	500 00
F. C. Smallpiece	do in Electricity (9 mos.).....	375 00
W. G. Chase.....	do in Electricity (3 mos.).....	125 00
W. Monds	do in Mechanical Engineering (9 mos.).....	375 00
J. A. Craig	do in Mechanical Engineering (3 mos.).....	125 00
J. A. DeCew.....	Lecture Assistant (3 mos.).....	125 00
		<hr/>
		\$3,125 00

Attendants.

D. Sinclair.....	Attendant in Chemistry.....	\$500 00
G. Lamb	do in Metallurgy.....	350 00
E. Tozer.....	do in Mining (8 mos.).....	160 00
W. J. Graham	Caretaker.....	750 00
W. Simpson	Engineer.....	800 00
A. F. Mackay	Fireman (8 mos.).....	320 00
W. Scott	Night Fireman (4 mos.).....	180 00
		<hr/>
		\$3,060 00

ADDENDUM N—LIST OF PAPERS AND WORKS BY MEMBERS OF FACULTIES AND RESEARCH STUDENTS FOR THE YEAR 1901-1902.

Allan, F. B.: The Sulphates of Bismuth. (American Chem. Journal, Vol. XXVII, No. 4.)

Amyot, J. A.: Is the *Bacillus Coli Communis* a normal inhabitant of the intestines of fishes? (Report of American Public Health Association, 1901-2.)

Baker, Alfred: Correlation of the Curve of the Second Order and the Sheaf of Rays of the Second Order in Geometry of Position. (Read before the Roy. Soc. of Canada, May, 1902; Proceedings and Trans. of Roy. Soc. of Canada, 1902.)

Benson, Miss C. C.: The rate of oxidation of ferrous salts by Chromic acid. (Read before the Roy. Soc. of Canada, May, 1902; Proceedings and Trans. of Roy. Soc. of Canada, 1902. Subsequently published in Jour. Phys. Chem. VII, p. 1, 1903.)

Cameron, J. H.: The Elements of French Composition. (New York, 1901. Henry Holt & Co.)

Carson, C. M.: See under Lang, W. R.

Chant, C. A.: An experimental Investigation into the 'Skin' effect in Electrical Oscillators. (Amer. Jour. of Sc., Jan., 1902, pp. 1-19; Phil. Mag. Apr., 1902, pp. 425-444.) Invisible Light. (Acta Victoriana, Jan., 1902.)

Coleman, A. P.: Iron Ranges of Northern Ontario. (Bureau of Mines of Ontario.) The Michipicoton Iron Range. (Bureau of Mines of Ontario.) Rock Basins of Helen Mine, Michipicoton. (Bulletin of the Geol. Soc. of Amer. 1902.) Duration of the Toronto Interglacial Period. (Amer. Geol. Vol. XXIX, Feb., 1902.) Nepheline and other Syenites in Ontario. (Amer. Jour. of Sc. Vol. XIV, Aug., 1902.) The Michipicoton Iron Ranges. (University of Toronto Studies, 1902.)

Faull, J. H.: The Anatomy of the Osmundaceae. (Bot. Gazette, Dec., 1901; University of Toronto Studies, 1902.)

Fields, J. C.: The Riemann-Roch Theorem, and the Independence of the Conditions of Adjointness in the case of a Curve for which the Tangents at the Multiple Points are distinct from one another. (Crelle's Journal, Berlin, Jan., 1902.) Algebraic Proofs of the Riemann-Roch Theorem and of the Independence of the Conditions of Adjointness. (Acta Mathematica, Abel Number, Stockholm.) An equivalent for Pluckers Formulae. (Read before the Chicago Section of the Amer. Math. Soc. Abstract in the Bulletin of the Amer. Math. Soc.) Forms for the Abelian Integrals of the three kinds. (Read before Section III, of the Roy. Soc. of Canada, 1902; Proceedings and Trans. of Roy. Soc. of Canada, 1902.)

Fraser, W. H.: Modern Languages Abroad. (Proceedings of Ontario Educational Association, 1901.)

Fraser, W. H., and Squair, J.: French Grammar and Reader. (D. C. Heath and Co., Boston, 1901.)

Jeffrey, E. C.: The Structure and Development of the Stem in Pteridophyta and Gymnosperms. (Phil. Trans. of the Roy. Soc. Abstract in Proceedings of Roy. Soc.)

Kenrick, F. B.: See under Miller, W.L. The following paper was prepared under the direction of Dr. Kendrick by a student of the Third year: McBain, J. W. The Oxidation of Ferrous Solutions by Free Oxygen. (Jour. Phys. Chem. V. 623, 1901.)

Kirschmann, A.: Zum Problem der Grundlagen der Tiefenwahrnehmung. (Regarding the problem of the basis of Depth perception.) (Phil. Studien. Vol. XVIII.) No. I, Vol. II Psychological Series, University of Toronto Studies, containing the following papers: The conception and classification of Art from a Psychological Standpoint by Professor Oswald Kuelpe (University of Wuerzburg); Experiments on the Aesthetic of Light and Color. Second Article: Spectrally pure Colors in binary Combinations, by Emma S. Baker; On Color Photometry and the Phenomenon of Purkinje, by R. S. Wilson; Experiments on the Function of Slit-form Pupils, by W. J. Abbott.

Lang, W. R., and Carson, C. M.: The Separation of Arsenic, Tin, and Antimony. (Jour. of the Soc. of Chem. Industry, June 16th, 1902.) Solubility of the Sulphides of Arsenic, Antimony and Tin. (Jour. of the Soc. of Chem. Industry, Aug. 15, 1902.)

Langton, H. H., and Wrong, G. M.: Review of the Historical Publications relating to Canada. (University of Toronto Studies, First Series, Vol. 6.)

London, J.: A Century of Progress in Acoustics. (Trans. of R. S. C., Vol. VII, 1901-02.) Address as President of the Royal Society of Canada at Toronto meeting, May 27th, 1902. (Proc. and Trans. of the Roy. Soc. of Canada, 1902.) (And in Science, N.S., Vol. XV, No. 391.) Rudolph Koenig. (University of Toronto Monthly, November, 1901.)

Macallum, A. B.: Report on the Micro-Chemistry of Cells (British Association Report 1902.) The following paper was prepared under Dr. Macallum's direction: The Chemistry of Wheat Gluten, by G. G. Nasmith. (Read before the Canadian Institute, May, 1902.)

McCurdy, J. E.: Consulting Editor "Jewish Encyclopaedia" Vol. II, 1902.

McLennan, J. C.: On a Kind of Radioactivity imparted to certain Salts by Cathode Rays. (Phil. Mag. Feb., 1902.) Ueber eine gewissen Salzen durch Kathodenstrahlen erteilte Radioactivitat. (Abstract of preceding paper.) (Phys. Zeitschrift, Sept., 1901.) The following papers were prepared under the direction of Dr. McLennan: Carr, W. R., B.A., On the Potential Difference required to produce Discharge in Gases at Low Pressures. (Trans. Roy. Soc. Canada, V. VIII, 1902-03.) Stewart, R. M., Fourth year student, exerted Radioactivity. (Trans. Roy. Soc. of Canada, V. VIII, 1902-3.)

McPhedran, A.: The Early Recognition and Treatment of Pulmonary Tuberculosis. (The Canadian Journal of Medicine and Surgery, August, 1901.) Nature and Treatment of Pernicious Anaemia. (The London Lancet, Vol. 1., 1902.) Cerebro-Spinal Meningitis. (The Canadian Journal of Medicine and Surgery, March, 1901.) The Home Treatment of Tuberculosis. (The Canada Lancet, December, 1901.) Tuberculosis and the Home. (Dominion Medical Monthly, June, 1902.)

Masson, E.: L'Etude des langues modernes considerée comme un facteur dans la civilisation. (Proc. of Annual Convention of the Ont. Educ. Ass., April, 1902.)

Miller, W. L.: Chemical and Physical Relations. (Proc. of the Convention of the Ont. Educ. Assoc., April, 1902.)

Miller, W. L., and Kenrick: The Identification of Basic Salts. (Trans. Roy. Soc. of Canada, II series 1901-02, Vol. VII, Sec. III, p. 35.) The following papers were prepared by students of the Fourth year, under the direction of Dr. Miller: Bell, J.: The Compensation Method of measuring the rate of oxidation of iodides. (Read before the Roy. Soc. of Canada, May, 1902, subsequently published in Jour. Phys. Chem. VII, Feb., 1903.) Bray, W. C. The rate of reaction in solutions containing potassium chlorate, potassium iodide and hydrochloric acid. (Read before the Roy. Soc. of Canada, May, 1902, subsequently published in Jour. Phys. Chem. VII, Feb., 1903.) Roebuck, J. R.: The rate of the reaction between arsenious acid and iodine in acid Solutions: The rate of the reverse reaction and the equilibrium between them. (Read before the Roy. Soc. of Canada, May, 1902, subsequently published in Jour. Phys. Chem. VI, 363, 1902.)

Murison, R. G.: Totemism in the Old Testament. (Biblical World, Chicago, Sept., 1901.) Babylonia and Assyria—A Sketch of their history. T. T. Clark, Edin. (In the series of Bible Class Primers edited by Prin. Salmon for the U. F. Church of Scotland.) The Mythical Serpents of Hebrew Literature. (University Press.)

Parks, W. A.: Summary Report on the region southeast of Lake Nipigon (Geological Survey of Canada. Summary Report of the Director, 1901.)

Peters, George A.: A new Wrench for use in the correction of Stubborn Deformities. (Canadian Journal of Medicine and Surgery, Dec., 1901.)

A New Method of Cutting Urinary Calculi. (Canadian Practitioner and Review, Jan., 1902.) A case of unusually large Calculus removed by Suprapubic Section. (Canadian Practitioner and Review, Jan., 1902.) (1) A Case of Dilation of the Oesophagus without intrinsic Stenosis. (2) Removal of Foreign Body from the Oesophagus. (Canada Lancet, March, 1902.) Transplantation of Ureters into the Rectum for Exstrophy of the Bladder—by the Author's Extra-Peritoneal Method. (The Canadian Journal of Medicine and Surgery, April, 1902.)

Rudolf, R. D.: A case of Primary Tracheal Diphtheria. Trans. of the Ass. of Amer. Physicians, 1902.) Kernig's Sign, its frequency, causation, and clinical value. (American Medicine, Nov. 8th, 1902.)

Squair, J.: La joie fait peur, by Madame Emile de Girardin, with Biographical Notice, Notes and Composition Exercises. (Toronto, W. J. Gage & Company, 1901.) See also under Fraser, W. H.

Tracy, F.: Fifth edition of Psychology of Childhood, revised throughout, and enlarged by the addition of a chapter on the Aesthetic, Moral, and Religious ideas in Psychic Development. Theories of Knowledge in relation to Teaching. (Proceedings of Ont. Ed. Ass., April, 1902.) Review of Schwarz, Psychologie des Willens, zur Grundlegung der Ethik. (Amer. Jour. of Theology, Oct. 1901.) Review of Mengel, Kant's Begründung der Religion. (Amer. Jour. of Theology, Oct., 1901.) Review of Wobbermin, Theologie und Metaphysik; das Verhältniss der Theologie zur Modernen Erkenntnistheorie und Psychologie. (Amer. Journ. of Theology, Apr., 1902.)

Wickett, S. M.: City Government in Canada. (Pol. Sci. Monthly; Canadian Magazine, published with some alterations and additions in No. 1, Municipal series, University of Toronto Studies in History and Economics.) The Municipal Government of Toronto. (Same series, University of Toronto Studies.) Bibliography of Canadian Municipal Government. (Same Series.) Higher Commercial Education at the University of Toronto. (Proceedings of the Ontario Educational Association.) English Edition of translation of Bucher's Industrial Evolution. (George Bell & Sons.)

Wrong, G. M.: See under Langton, H. H.

APPENDIX M—ANNUAL REPORT OF THE SCHOOL OF PRACTICAL SCIENCE.

To the Hon. R. Harcourt, M.A., M.P.P., Minister of Education :

Sir :—I have the honor to submit the annual report of the School of Practical Science for the year 1902.

The calendar year not being conterminous with the academic year, this report will cover the second term of the academic year, 1901-2, and the first term of the academic year, 1902-3, except when otherwise stated.

The number of students in attendance at the school was as follows :

SCHOOL OF SCIENCE STUDENTS.

	2nd Term. Session 1901-2.	1st Term. Session 1902-3.
Taking full courses.		
I Year.....	133	140
II Year.....	80	106
III Year.....	43	66
IV Year.....	16	22
Taking partial courses	3	4
	275	338

UNIVERSITY STUDENTS.

	2nd Term. Session 1901-2.	1st Term. Session 1902-3.
Arts.....	27	28

The students of the School of Practical Science taking full course are required to take University lectures in Mathematics and Physics.

The attendance at these lectures was as follows :

	2nd Term. Session 1901-2.	1st Term. Session 1902-3.
Mathematics.....	213	246
Physics.....	235	277

The fees paid by the students of the School of Practical Science for the academic year 1901-2 were \$20,059.50.

Of the above amount \$1,575 were paid to the Bursar of the University of Toronto under the authority of an Order-in-Council, dated June 25, 1902, \$1,054.15 to the Examiners of the school for the session 1901-02 under the authority of an Order-in-Council, dated February 3rd, 1899, and the remainder, \$17,430.35, to the Honorable the Provincial Treasurer.

The number of regular students that presented themselves for examination at the annual examinations of the academic year, 1901-02, was two hundred and forty-six. Of these two hundred and three passed.

One candidate for special certificate passed the primary examination.

The number that graduated was forty-one. The total number of graduates to date is three hundred and forty-four.

The following statement shows the geographical distribution of the graduates now living.

	Number.	Percentage.
Canada.....	243	73
United States	80	24
Other Countries.....	10	3
	333	100

The number of graduates that proceeded to the Degree of B.A.Sc. at the University examinations of 1902 was seventeen. The total number of graduates that have received the Degree of B.A.Sc. is one hundred and ten.

One graduate proceeded to the Degree of M.E. (Mechanical Engineer) in the University of Toronto. The number of graduates who have received this degree is three.

Eighteen graduates have received the Degree of C.E., two have received the Degree of M.E. (Mining Engineer), and one has received the Degree of E.E. in the University of Toronto.

The regular courses in the school are :

1. Civil Engineering.
2. Mining Engineering.
3. Mechanical and Electrical Engineering.
4. Architecture.
5. Analytical and Applied Chemistry.

The following statement shows the courses of lectures and practical instruction, the instructors, and the number of students taking the various courses :

SUBJECTS TAUGHT BY THE FACULTY OF THE SCHOOL OF SCIENCE.

Subjects.	Instructors.	Number of Students.	
		2nd Term. Session 1901-1902.	1st Term. Session 1902-1903.
Organic and inorganic chemistry } Applied chemistry } Assaying }	W. H. Ellis, M.A., M.B. Professor } J. W. Bain, B.A. Sc., Demonstrator. } E. G. R. Ardlagh, B.A.Sc., Fellow } M. C. Boswell, B.A.Sc., Lecture Asst. }	260	317
Mineralogy } Petrography } Metallurgy } Mining and ore dressing } German }	A. P. Coleman, M.A., Ph.D., Professor ... } G. R. Mickle, B.A., Lecturer } J. G. McMillan, B.A. Sc., Fellow }	171	217
Dynamics } Strength of Materials } Theory of construction } Machine design } Compound stress } Hydraulics } Thermodynamics and theory of } the steam engine }	J. Galbraith, M.A., Professor } J. McGowan, B.A., Lecturer } R. W. Angus, B.A.Sc., Lecturer } H. G. McVean, B.A. Sc., Demonstrator. }	268	319
French }			
Statics }			
Drawing } Architecture } Plumbing, heating and ventila- } tion } Mortars and cements } Brick and stone masonry }	C. H. C. Wright, B.A.Sc., Professor } A. H. McBride, Grad. S.P.S., Fellow } W. C. Tennant, B.A. Sc., Fellow } W. E. Wagner, B.A. Sc., Fellow }	256	310
Surveying } Geodesy and astronomy } Spherical trigonometry } Least squares } Descriptive geometry }	L. B. Stewart, D. T. S., Professor } A. T. Laing, B.A.Sc., Demonstrator } E. V. Neelands, B.A. Sc., Fellow }	235	286
Electricity } Magnetism } Dynamo-electrical machinery .. } Mechanics of machinery } Rigid dynamics }	T. R. Rosebrugh, M.A., Professor } H. W. Price, B.A. Sc., Demonstrator } M. V. Sauer, B.A. Sc., Fellow }	178	230

SUBJECTS TAUGHT BY THE FACULTY OF THE UNIVERSITY OF TORONTO.

Subjects.	Instructors.	Number of Students.	
		2nd Term. Session 1901-1902.	1st Term. Session 1902-1903.
Algebra.....	Alfred Baker, B.A., Professor..... A. F. Cleary, B.A., Associate Prof.... E. F. Farrow, B.A., Fellow.....	213	246
Euclid.....			
Plane trigonometry.....			
Analytical geometry.....			
Calculus.....			
Astronomy.....			
Sound.....	James Thomson, M.A., LL.D., Professor. W. J. Louden, B.A., Associate Professor. J. A. Chalmers, B.A., Lecturer..... J. C. Cleary, B.A., Ph.D., Assoc. Prof. G. R. Farrow, M.A., Lecture Assistant. G. R. Farrow, M.A., B.Sc., Prof....	215	246
Light, heat, electricity and magnetism.....			
Hydrostatics.....			
Biology.....			

GENERAL REMARKS.

Drawing.

It has been found necessary to provide fifty new drafting tables during the year and to utilize, in addition to the space occupied last year, one of the lecture rooms as a drafting room. This has made it necessary to utilize part of the Museum as a lecture room and to remove, in consequence, a portion of the collection to the basement. The drafting rooms are much over-crowded and will so continue until the Chemical Laboratories and Museum be removed to the new building.

Analytical and Applied Chemistry.

Want of space in this department is more and more severely felt each year. It has become impossible to properly handle the classes with the facilities at the disposal of the staff. Every place in the Quantitative Laboratory is occupied and the room set apart as a preparation room for the lecturers has been given up to students. There will not be room enough to accommodate the students next year in the laboratory space now at the disposal of the department.

Mineralogy and Mining.

All the space available for Mineralogy and Mining in the present building is already utilized; no important changes can be made; since new quarters are to be provided it has not been considered advisable to recommend any alterations in the part of the building at present occupied by this department.

Electrical Laboratory

The induction motor mentioned in last year's report is in use, also a revolving field to replace at pleasure the rotor of the same thus constituting an induction generator at minimum expense. Additional measuring instruments for alternating and direct current work have been purchased. The available laboratory space is very much over-crowded.

'Steam Engine and Hydraulic Laboratories.

The following equipment has been added to the steam engine and hydraulic laboratory during the year : A gauge tester for high pressure gauges, a variable speed transmission for carrying on tests of centrifugal pumps, etc., and a number of kinematic models for illustrating lectures.

The most urgent requirements at present are an air-compressor for experimental purposes and a steam turbine.

Tests of Metals.

A room fitted up with vice benches, forges and a small crucible furnace for the purpose of training students in making easy and short tests of metals and alloys ought to be provided as soon as possible.

Surveying. Practical Astronomy, etc.

Owing to the increased attendance at the school it is necessary to add to the equipment of surveying instruments several transits and levels, together with the accompanying tapes, pickets, levelling rods, etc., in order to avoid the duplication of instruction in the field. Such duplication is especially undesirable as the best use should be made of the limited number of days upon which the weather permits of such work. These additions to the equipment will necessitate the construction of cases for holding them. Since the date of the last report a zenith telescope has been ordered and its arrival is expected daily. In addition to this a portable astronomical transit instrument should be provided to complete the equipment for the instruction of students in Geodetic Astronomy. In order that the instruction in this work may be carried on to the best advantage a small observatory should be erected so that the instruments may be kept in position as long as required. The cover to the transit pier built recently is of too temporary a nature to allow of this being done with safety. Some additional apparatus is also necessary for testing the lengths of measuring tapes and standards.

Chemistry and Mining Building.

Since the date of the last report the Chemistry and Mining Building has been begun and will be completed it is to be hoped in time to be used for the work of the next session. In order that this may be accomplished the Milling Building should be begun as soon next spring as the weather will permit, as it will take some time to instal the equipment. This will necessitate the removal of old Wycliffe College.

J. GALBRAITH, Principal.

Toronto, December, 1902.

APPENDIX N.—SUPERANNUATED TEACHERS.

(Continued from Report of 1901)

* 1. ALLOWANCES GRANTED DURING 1902.

Register No.	Name.	Age.	Post office.	Years of service.	Allowance.
					\$ c.
1092	Barber, Albert	60	Cobourg.....	28	196 00
1093	Shanks, Robert P.....	63	Hope Bay.....	32	210 00
1094	Cundal, John	54	Cameron	29½	204 00
1095	Froats, Luther S	52	Morrisburg.....	31½	218 00
1096	Treadgold, Carey	60	Berkeley	17	102 00
1097	Moyer, Freeman H	54	St. Catharines.....	32	222 00
1098	Vanderburgh, Harvey.....	48	Brantford	23½	161 50
1099	McFaul, Leonard L	64	Seaforth	30½	213 50
1100	McEwen, Robert	60	Grantley	35	210 00
1101	Patterson, Alex	54	St. Catharines	24½	171 50
1102	Bradley, Jno. H.	60	Freeman	37½	258 50
1103	Hewson, Alfred John.....	58	Innisfail, Alta, N.W. T.....	23½	164 50
1104	Campbell, Alexander	66	Kincardine	41	286 00
1105	Johnson, Geo. W	63	Toronto	31	217 00
1106	† Wark, Alexander.....	66	Sarnia	43½	302 00
1107	† Rose, John Geo.	65	Wallaceburg	20	140 00
1108	† Brackin, James.....	56	Chatham	31½	212 50
1109	† Woods, Frank.....	55	Port Hope	33½	233 00
1110	† Ryerson, Jesse	66	Orillia	4½	31 50
1111	† McWhorter, Robt	68	Petrollea	12½	87 50

2. SUMMARY FOR YEARS 1882-1902.

Year.	Number of teachers on list.	Expenditure for the year.	Gross contributions to the fund.	Amount refunded to teachers.
		\$ c.	\$ c.	\$ c.
1882	422	51,000 00	13,501 08	3,660 10
1887	454	58,295 33	1,489 00	3,815 80
1892	456	63,750 00	1,313 50	786 86
1897	424	62,800 33	847 00	620 27
1901	414	64,250 66	1,565 00	572 00
1902	407	64,244.92	1,073 50	722.78

Six teachers' subscriptions were withdrawn from the fund during 1902.

* A: the sum of \$4 is deducted from each Superannuated Teacher's allowance, as subscription to the fund, the payments were \$4 less in each case than given above.

† Allowance commences with 1903.

APPENDIX O.—*LIST OF CERTIFICATES ISSUED BY THE EDUCATION DEPARTMENT, 1902, ETC.*

1. INSPECTORS, 1902.

Anderson, Frank Cecil, B.A.
Coombes, Joseph E.
Crewson, Joseph William, B.A.
Dales, John Nelson, B.A.
Davidson, John H., B.A.
Dowsley, William Clinton, M.A.
Grant, Christina Cameron, B.A.
Marshall, John Wells, B.A.
Nesbit, David Ashton, B.A.
White, Edwin Theodore, B.A.
Will, George Edwin, B.A.

2. HIGH SCHOOL PRINCIPALS AND SPECIALISTS, 1902.

Anglin, Robert W., M.A. (Mathematics).
Clarke, Frederick Hall, B.A. (French and German).
Dandy, William P., B.A. (Commercial).
Dolan, John Henry, B.A. (Classics).
Edwards, Clarence Bartlette, B.A. (English and History).
Graham, Peter Edwin, B.A. (French and German).
Gundy, Henry Wentworth, B.A.
Huff, Samuel, B.A. (Science).
Kennedy, Thomas, B.A.
McDougall, Duncan, B.A. (Classics).
McDougall, Neil, B.A. (Science).
McKinley, James Matthew, B.A. (Classics).
McLennan, Alexander Livingstone, B.A.
Markle, Jacob Hiram, B.A. (English and History).
Marshall, John Wells, B.A.
Mathews, Stanley Wade, M.A. (Mathematics).
Moore, James R., M.A. (Science).
Morgan, Joseph, B.A.
Race, Cecil Withelbert, B.A. (Commercial).
Saunders, William Robert, B.A.
Scovell, Holland R., B.A.
Taylor, John Gladstone, B.A. (Mathematics).
Taylor, Julian J. W., B.A. (Classics).
Thompson, Peter McK., M.A. (Science).
White, Edwin Theodore B.A. (Mathematics).
Will, George Edwin, B.A. (Classics).
Wilson, W. Ashbury, B.A.

3. HIGH SCHOOL ASSISTANTS AND SPECIALISTS, 1902.

Armour, Amy Annette, (French and German).
 Brown, Duncan.
 Burnham, Archibald Mowbray, B.A. (Moderns and History).
 Carter, Eslie, B.A.
 Davidson, Jean.
 Dunkley, Albert Wesley, M.A. (Classics).
 Fife, Mary Hannah A., B.A.
 Flath, Emma Soloma, B.A.
 Forbes, William Brownie (Science).
 French, Bruce, B.A.
 Gould, Ethel Wanita, B.A.
 Hills, Minnie, B.A. (Mathematics).
 Johnston, George Lang (Commercial).
 Lehmann, C.A.K., B.A. (Science).
 McArthur, Edith Mary.
 Malcolm, Wyatt.
 Millar, Frederick Gourlay, B.A.
 Moir, Mary A. (Commercial).
 Moore, Elizabeth Greenwood, B.A. (Moderns and History).
 Rogers, William Henry, B.A. (Mathematics).
 Saunders, William Robert, B.A.
 Sifton, Joseph Wright, B.A. (Mathematics).
 Thomas, Janie, B.A. (English and History).
 Watterworth, Grace McC., B.A. (Commercial).
 Wren, John Stewart, B.A. (Mathematics).

4. SUMMARY OF PUBLIC SCHOOL TEACHERS' CERTIFICATES, 1902.

	Male.	Female.	Total
First class certificates	38	45	83
Second class certificates	122	495	617
Third class, per County Model School reports.	317	821	1,138
Plantagenet Bi-lingual Model School.....	8	20	28

5.—FIRST CLASS CERTIFICATES, 1902.

Adams, Edith May.	Broughton, Annie.
Allan, Nellie Fraser.	Brown, Harry Wilson.
Babe, Minnie.	Burrow, Ethel M.
Bailey, Gertrude M.	Calvin, William Newman.
Barnes, Charles Lancelot, B.A.	Colquhoun, Thomas Alvin.
Bentley, Percy David.	Calvin, J. Herbert.
Bloomfield George.	Clow, Charles Norman.
Botsford, Annie May.	Coombs, Joseph E.
Bradshaw, Myra.	Corkill, Edward J.
Brill, Minnie L.	Cornish, George A., B.A.
Brock, Mrs. Jean Scott.	Davis, Elsie M.

5.—FIRST CLASS CERTIFICATES, 1902.—*Continued.*

Delmage, Edith Rachel, B.A.	McNeely, Priscillia, V.M.
Dickson, Edith Kate.	McPhail, Euphemia Jane.
Dobbie, Jemena Grace.	Martyn, Harold G., B.A.
Ellis, George E., B.A.	Medley, Margaret B.
Evans, Charles Robert.	*Mooney, William Thomas, B.A.
Fairchild, Austin H., B.A.	Moore, Irene.
Fraser, Margaret Susanna.	Morell, Alfred.
Gahan, Louise.	Morrison, Martha E.
*Grant, Christina Cameron, B.A.	Mott, Hawley Sanford.
Goulding, Hannah Mitchell.	Peacock, C. Edith.
Hamilton, John C., B.A.	Procurier, Estella.
Hannah, William D.	Rabb, Vida Bernice.
Hedley, William Powell, B.A.	Reid, Neil Duncan, B.A.
Hogg, Agnes J.	Richardson, Frederick T.
Holbrook, J. Howard	Richardson, William Leeds.
Hopkings, Walter E.	Ricker, Harry E.
Hudson, Helen Gertrude.	Robb, Minnie
Hunnisett, James Edward.	Robertson, Florence A.
James, George Moffatt, B.A.	Rowntree, Annie E.
Jolly, William J.	Schooley, Frederick T.
Keen, Maude A.	*Staples, Lucy Lillian, B.A.
Kidd, Truman W.	Stockdale, Thomas N.
Kirkwood, Elizabeth M.	Thompson, Walter W.
Laidlaw, Lizzie Merle.	Thompson, William Henry, B.A.
*Loucks, James E., B.A.	Tomkins, Elizabeth Augusta.
Lucas, Bessie.	Trench, Wycliffe, B.A.
MacLennan, Katherine.	Tuer, Margaret.
Mackenzie, Eva Florine.	Wilson, Ethel M.
McEachern, Effie.	Wing, Henry.
McGregor, John Ormond, M.A.	Wood, Jessie I.
McLachlan, Isabella Paris.	

* Honors.

6. SECOND CLASS CERTIFICATES, 1902.

(1) *London Normal School, June, 1902.*

Augustine, Bessie.	Clemens, Rathsay E.
Bannantyne, John D.	Clugston, Maggie.
Bartlett, Pamela Louisa.	Cradock, Lizzie
Betz, Edna M.	Dadson, Thomas.
Bottoms, Emma M.	Dale, Annie.
Bradley, Lilly.	Dalton, Lucy
Brisson, David G.	Daly, Margaret
Button, Mav.	Dennis, Alberta.
Campbell, Agnes B.	Devereux, Margaret.
Campbell, Jennie.	Dewar, Nellie R.
Campbell, Mary C.	Dodd, Anna.
Capling, Mabel.	Dodson, Frederick J.
Carr, Rachel.	Dorrance, Lizzie M.
Crysler, Oscar L.	Dowswell, Ambrose.
Clark, Maud.	Dredge, Frederick G.

(1) *London Normal School, June, 1902.—Con.*

Elliott, Hughena D.
 Fairlie, Howard W.
 Foster, Arthur.
 Fowler, Tillie R.
 Fraser, Margaret M.
 Geiger, William.
 Gordon, Margaret A.
 Greene, Jane.
 Hall, Annie L.
 Hamilton, Robert J.
 Harding, Lydia.
 Harris, Kate.
 Heywood, Grace.
 Hodgins, Laura R.
 Hodgins, May.
 Howlett, Christine.
 Ironside, Edwin G.
 Irvine, Bernice.
 Jackson, Mollie McK.
 James, Jennie S.
 Jordan, Marie.
 Kelly, A. Walter.
 Kilgour, Jean E.
 Kirby, Ethel.
 Kirk, Rachel
 Lane, Millie E.
 Langford, Eldon E.
 Lyle, Annie,
 Marritt, Mabel E.
 Murray, Georgina.
 MacCallum, Tina.
 MacEachern, Neil C.
 McAllister, Arthur.
 McCarthy, Rose E.
 McColl, Jessie F.
 McGregor, Amarantha.
 McGregor, Katie A.
 McGugan, Annie.
 McGugan, Reginald C.

McIntosh, Bessie.
 McKay, Marion.
 McKellar, Annie E.
 McKelvey, Annie E.
 McKenzie, Mabel C.
 McLean, Russell M.
 McMillan, Sarah S.
 McMurphy, Lily.
 McTavish, Bessie.
 Nixon, Edna.
 O'Neil, Della I.
 Parkinson, John T.
 Patterson, Addie.
 Payne, Lewis.
 Pearson, Mary.
 Pedlow, Minnie M.
 * † Penney, Lizzie K.
 Priddle, George.
 Robinson, Flavilla J.
 Robinson, Frederick E.
 Rogers, E. Jennie.
 Roney, Peter.
 Sawers, Edith.
 Scott, Margaret E.
 Shannon, Laura A.
 Showler, Louise Adelia.
 Stuart, Lily M.
 Sumpton, Joseph C.
 Sutherland, Margaret.
 Taylor, Grace.
 Tucker, Mary C.
 Tully, Agnes C.
 Walker, Olive M.
 Warren, Agnes.
 Watson, Jennie A.
 Watts, Ida.
 West, Sara M.
 Young, James Alfred.

Honors.

† Medallist.

(2) *Ottawa Normal School, June, 1902.*

* Alford, Ethel.
 Ambrose, Minnie Madeline.
 Bain, Howard.
 Bale, Alice Winnifred.
 Bayne, Isabella.
 Beatty, Mabel Gertrude.
 Beauchamp, Florence.
 Bow, William Brighton.
 Campbell, Mary Josephine.

Canning, Etta Maude.
 Cauley, Vina Catharine.
 Christmas, Ida.
 Clancy, Grace Alice.
 Cole, Grace Frances.
 Cone, Eleanor.
 Courtice, Hattie Beatrice.
 Cranley, John Kennedy.
 Davey, Frederick.

(2) *Ottawa Normal School—Concluded.*

Davis, Elizabeth.
 Doris, Aggie.
 Doyle, Annie Mary.
 Dunning, Lucy.
 Eberle, Gertrude.
 Eby, Enoch.
 Fairbairn, Clarissa H.
 Gillespie, John Alexander.
 Gilroy, Helen McGee.
 Grant, Maud Alice.
 *Gray, Fannie.
 Hall, Ethel May.
 Hambleton, Herbert Oscar
 Hare, Mrs. Marian Edith.
 *Hartwick, Luella.
 Hendricks, Ethel Maude.
 Husband, Florence Mabel.
 Kemp, Daniel.
 Kendall, Mary Louise.
 King, Flossie.
 Kinlock, Helen.
 Lemon, Ada.
 Lewis, Sarah Ethel.
 Macdonnell, Susie.
 Mallory, Harriet.
 *Mills, Frances.
 Moffatt, Lily.
 Moore, Herman Henry.
 MacKay, Annie Sara.
 McConnell, William Henry.
 †*McFadgen, John Alexander.
 McKenna, Annie Ralph.
 McKenna, Mary.
 McKessock, George Dobie.
 McKillop, Kate Lang.
 McLennan, Joseph.

McRoberts, Arthur.
 Noonan, Jane Emily.
 Ostrander, Manly.
 Oulton, Mabel.
 *O'Hara, Kate May.
 Payne, Mary Elizabeth.
 Pritchard, Carrie.
 *Purtelle, Robert James.
 Quarry, Mae Gertrude.
 Quinn, Augustine.
 Randall, Edith.
 Richards, Ethel.
 Ricker, Nettie Alberta.
 Rierdon, Beatrice.
 Rutherford, Annie Mabel.
 Scott, Robert John.
 Shepherd, Blanche Josephine.
 Shepherd, Grace Dutton.
 Slattery, Kathleen Evelyn.
 *Smith, Aleda Mabel.
 Soul, Rhoda.
 Spence, Isabella.
 Stafford, Elizabeth Eugene.
 Stallwood, Margaret.
 Steacy, Victoria Elizabeth.
 Stewart, John A.
 Stinson, Mary Elizabeth.
 Swain, Margaret.
 *Taggart, Ada.
 Taylor, Rachel Irene.
 Ward, Elmer.
 Way, Stella.
 Whiteside, Fannie.
 Yemen, Peter.
 Young, Mary Matilda.

* Honors.

† Medallist.

(3) *Toronto Normal School, June, 1902.*

Ackney Estella Louise.
 *Allen, Millie.
 Appelbe, Ethel.
 *Barber, Edna Amelia H.
 Beatty, Ethel Lawson.
 Begg, George Albert.
 Bellman, Susie May.
 Brady, Jennie.
 *Bristol, Grace.
 Broad, Hattie.
 Brown, Laura Minnie.
 Burford, Grace Emiline.

Burling, Nettie Maude.
 *Burnett, Jessie.
 Burroughs, Florence.
 Bywater, Maude Marguerite.
 Callaghan, Millie M.
 Cameron, Martha Louise.
 Camp, Maggie.
 Campbell, Mamie Constance.
 Caton, Lydia.
 Chinnick, Addie Lois.
 *Clark, Ethyl Rose.
 Cleland, Maggie.

(3) *Toronto Normal School—Continued.*

Coghlin, Maud.	McGaughey, Anna Mabel.
Coulter, Reba.	* McGill, Arthur Benjamin.
Crozier, Marion Alma.	McKay, Bessie
Curtis, Libbie.	McKay, Margaret.
Davidson, Ella Frances.	McLeod, Christina.
Diamond, Minnie.	* Nasmith, Jessie.
Earle, Emma.	Nash, Mary.
Edwards, Lillian Blanche.	Nichol, Florence M.
Eilbeck, Winona Maude.	Norris, Myrtie May.
Esplen, Kate McTaggart.	Norton, Mina Harriet Frances.
Evans, Hattie.	O'Reilly, Mary.
†*Fielding, Edna Juainta.	Paddell, May.
*Forgie, Eliza Agnes.	Patterson, Lueva.
*Fotheringham, Susie Lane.	Pattullo, Clara.
Fraser, Maggie.	*Paxton, Florence Edith.
Gamby, Lillian Gertrude	Phillips, Estella May.
Green, Jeanie A.	Porter, Bell.
Griffith, Hattie Amelia.	Prickett, Lilian.
Hart, Mabel Louise.	Richardson, Fannie.
Healey, Marguerite.	Richardson, Jennie L.
Henderson, Ellen Mary.	Robinson, Lulu Edith.
*Holmes, Minnie Rachel.	Robson, Theresa Catharine.
Houston, Tena.	Rodwell, Mary Alice.
Howson, Annie Ethel.	Russell, Florence M.
*Jackson, Jennie Anne.	Scanlon, Alice Patricia.
Jeffries, Nellie Maude.	Sheppard, Annie Slevin.
Jewell, Sybil L.	Sheppard, Ellie Lane.
*Jicking, Annie Maude.	Sibley, John Cynddylan.
Johnson, Herbert Edgar.	* Simpson, Belle.
Johnstone, Esther.	* Simpson, Margaret Estelle.
Kelley, Amelia.	Smith, Grace.
Kelley, Ida May.	Spence, Bella Laura.
Kennedy, Martha Jeanette.	Stancombe, Laura Louise.
Kennedy, Una Loretto.	Stedman, Lily Elizabeth.
*Kirkwood, Ethel Winnifred.	Stephenson, Annie Lindsay.
*Lamon, Thomas Andrew.	Stewart, Allie May.
Ley, Emily Anne.	Stewart, Nellie Burdette.
Lumley, Bertha Helen.	Still, Elmer Bertrand.
MacFarlane, Nellie Sarah.	Telford, Ethel May.
MacKay, William James.	Thomas, Olive Maud.
MacNamara, Rose Louise.	Todd, Meta May.
Madill, Lottie Luella.	Watson, Lillian.
*Marshall, Henrietta.	Weaver, Henrietta M.
Moore, Thomas Edward.	Webster, Mary Louise.
Morin, Mae Leo.	* Weir, Laura.
Morris, Lillian.	Weir, Mabel.
Murray, Annie.	White, Nellie Alberta.
McAlister, Ethel.	Wilcox, Bertha.
McArthur, Mary.	Wilson, Dorothy May.
McDonald, John George.	Woodrow, Annie Bell.
*McDonald, Mary Myrtle.	Worden, Marquis Dufferin.

(3) *Toronto Normal School—Concluded.*

Drohan, Richard P.

Macorquodale, Jessie.

(4) *London Normal School, December, 1902.*

Alexander, Maude B.
 Archer, Edith Louise.
 Bauslaugh, Lloyd P.
 Bean, Clara A.
 Bergey, Amelia.
 Bower, Effie.
 Bower, Harry T.
 Branion, Herbert C.
 Brown, Emma.
 Buchanan, George.
 Burger, Ethel.
 Cameron, Allan.
 Campbell, Agnes.
 Cathcart, Nettie M.
 Cayley, Thomas M.
 Coughlin, Maude M.
 Coutts, Annie.
 Cronin, Johanna M.
 Day, Asa W.
 Dennis, Ethel M.
 Dickson, A. Orr.
 Doupe, Josephine.
 Dow, Isabella C.
 Fletcher, Louisa C.
 Flint, Clarence K.
 Freek, Florence Edna.
 Gilchrist, Annie M.
 Gordon, Mary E.
 Graham, Gertrude.
 Grant, Alexander C.
 Halladay, Alice M.
 Hammond, Ira.
 Harrower, Maude.
 Henderson, Robert.
 Hindle, Thomas.
 Hollway, Annie.
 Johns, Addison F.
 Johnson, Maude.
 Kenney, Louisa.
 Kirk, Hugh.
 Langford, Albert.
 Lawson, Margaret.
 Lee, Jean A.

Lush, Jane.
 Maylard, Philip F.
 Merrill, Eunice A.
 Moorehead, Annie B.
 Murray, May.
 MacLean, Victoria.
 McCarten, Ransom H.
 McCleary, Harry H. A.
 McCoig, J. Laura.
 McCoig, Lena C.
 McCordie, Lottie S.
 McDonald, James.
 McEachern, Sara A.
 McGarvah, Jessie Elizabeth.
 McKenzie, Cassie.
 McMillan, Jessie Edith.
 McTaggart, James A.
 Nicholas, Alice C.
 Nichols, Florence.
 O'Leary, Alice.
 O'Reilly, Rosalie.
 Patterson, James C.
 Phillips, Harriet.
 Phillips, Sadie.
 Powe, Tena Cecelia.
 * Pyke, Alfred J.
 Ramsay, George A.
 Reynolds, Florence.
 Richardson, Gertrude.
 Robertson, Will F.
 Ruddick, Margaret.
 Ruthven, Alice.
 Scott, Thomas.
 Shannon, Annie M.
 Shantz, Edith.
 Shaw, Roswell J.
 Snell, Jessie E.
 Stanley, Edith.
 Trask, John A.
 Trewartha, Nelson W.
 Weir, Robert.
 * † Westcott, Maude.
 Wooding, Aggie.

(5) *Ottawa Normal School, December, 1902.*

Allan, William Fred.
 Allen, Emily.

Anderson, Clara.
 Begley, Annie.

(5) *Ottawa Normal School.—Concluded.*

Black, Lettie.
 Bothwell, Edith.
 Bourke, Mary.
 Bradley, Agnes Adelia.
 Brown, Samuel.
 Cameron, Catherine Lenore.
 Carpenter, Florence W.
 Carruthers, Mrs. Elizabeth.
 Christie, Lydia Reynolds.
 Cleland, Bessie D.
 Connolly, Mary.
 Cooke, Bertha.
 Coot, Libbie.
 Cram, Mary Florence.
 Crowley, Carmel.
 Deloughery, Nellie.
 Doran, Julia.
 Earl, Libbie Gertrude.
 Ferguson, William Thomas.
 Forham, Beatrice.
 Grant, William Cameron.
 Greer, Mabel Marguerite.
 Halpenny, Nellie.
 Hamilton, Catherine Louise.
 Harty, Katie.
 Holdaway, Nellie.
 Holmes, Hattie, Amanda.
 Howson, Lilian Maude.
 Hunt, Kester Jane.
 James, Maude.
 Jones, Charles Wesley.
 Jones, William.
 Kearney, Mary Ellen.
 Kelly, Mary Gertrude.
 Keys, William Ralph.
 Kirkland, Mabel Sarah.
 Lewis, Bertha Isabel.
 Lough, Helen Baptie.
 Low, Mildred Amelia.
 Lynett, Nellie Agnes.

MacDonald, Elizabeth.
 Macklam, Addie Beatrice.
 Millar, Ella Mabel.
 Morrow, Wilfred D.
 Myers, Hattie.
 McDonald, Elizabeth Bertha.
 McConnell, Nettie.
 McDonald, Ethelwin.
 McGoey, Genevieve.
 McGuire, Mrs. Elizabeth Mary.
 McNeel, Estella.
 McPhail, William James.
 O'Brien, Maurice.
 O'Grady, George Leo.
 Pierce, Margaret Eleanor.
 Pinkerton, Walter Ernest.
 Runions, James Everard.
 * † Sanderson, Henry Stanley.
 Sanderson, Robert Franklin.
 Sauder, Minnie May.
 Scott, Anna.
 Scott, George E.
 Sinclair, Jennie Adam.
 Smith, Orval Stanford.
 Stevens, Louisiana May.
 Sullivan, Eva.
 Summerby, Frederika.
 Taulty, Teresa.
 Taylor, Hugh.
 Thorn, Jennie Alice.
 Thrasher, Albert Edwin.
 Van Dusen, Stanley.
 Waldron, Mary.
 Walters, Florence.
 Waterman, Louise.
 Weir, Hope.
 Weir, William James.
 Weymss, Ida Gordon.
 Wilkie, Ada A.

(6) *Toronto Normal School, December, 1902.*

Ackerman, Ada Asenath.
 Ackney, Bertha Almeda.
 *Addy, Ethel.
 Ault, Birdie.
 *Baker, Fredk. E.
 Barfoot, Pansy Madeline.
 Barrett, Wilhelmine E.
 Bates, Christine.
 Batt, Margaret Emma.

Bayne, Thos. R.
 *Beare, Zuleika.
 Bell, Annie.
 Bennett, Minnie.
 Bowen, Annie Alberta.
 Boyd, Edith.
 Brain, Mildred.
 Brazill, Patricia Marie.
 Brownlee, Alexina.

(6) Toronto Normal School.—Concluded.

Bulmer, Effie.
 Cavanagh, Minnie Agnes.
 Chapman, Margaret M.
 Clark, Martha.
 *Clarkson, Berta.
 Cotton, Samuel George.
 Couch, Emily.
 Davis, Elena Esther.
 Davis, Emily.
 Delorme, Alfred.
 Downard, Susanna.
 Dudley, Edith Leta.
 Evans, Eva.
 *Fairecloth, Louise Fletcher.
 Farrant, Minnie.
 Ferris, Nellie Campbell.
 Fry, Annie Rosetta.
 Galoska, Edith Mary.
 *Hagerman, Edna Beatrice.
 Hall, Jessie Christina.
 Halfpenny, Ira Joseph.
 Hambly, Emma Maude.
 Hardcastle, Thomas.
 Heck, Helen.
 † *Hill, Cassie May.
 Howell, Hattie Blanche.
 Hunter, E. Myra.
 Huxtable, Nellie E.
 Jerome, Herman.
 Johnson, Duncan.
 Jones, Olive Gwendoline.
 Kerns, Myrtle Edna.
 Ketcheson, Rose.
 Lang, Violet.
 Leith, Clara Maud.
 Lownsbrough, Maud.
 Macklin, Olive B.
 May, Florence Louise.
 * Miller, May Christina.
 Morrow, Jessie Helena.
 MacFarlane, Edna Louise.
 MacIntyre, Jessie Christina.
 MacKay, Jennie Cameron.
 MacMurphy, Beatrice Esther.
 MacMurphy, Christina.
 * MacNabb, T. Katherine.
 McColl, Isabella.
 * McGregor, Mabel Edna.
 * McKinnon, John Alexander.
 McLeod, Sara.
 McMorris, Margaret.
 McQueen, Margaret.

McRae, Mary.
 Neely, Margarete, Henrietta.
 Nighswander, Hetty.
 Oldham, Margaret Ann.
 Pelton, Nettie.
 Phelan, Teresa.
 * Potter, Delle.
 Prest, Gertrude Mewburn.
 Price, Lizzie Alice.
 Reed, Evelyn.
 * Robb, Grace.
 Robinson, Louise.
 Robson, Annie Louisa.
 Rogers, Mary Bertha.
 Rogers, Fred'k Coe.
 Rose, Helen Marion.
 Ross, Jessie Barbara.
 Rowe, Margaret Elvira.
 Rowe, Leila Cordelia.
 Roxburgh, Belle Pattieson.
 Scafe, Sylvia.
 Scott, Mabel Mary.
 * Selby, Lillie May.
 Shand, Agnes Smith.
 Sharpe, Jessie.
 Sibbett, E. Gertie.
 * Sitzler, Edna.
 * Smith, Maggie.
 Smyth, Marion Milne.
 Spence, Nina Erminia.
 Stanberry, Florella M.
 Stephenson, Jennie Gordon.
 Switzer, Minnie Myra.
 Thorburn, Annie Christine.
 * Toll, Wilhelmina Naomi.
 * Torrance, John McDonald.
 Trench, Jennie.
 Trick, Edgar Garfield.
 Tuck, Clara Louise.
 Tuer, Mary Jessie.
 Tuffy, Katherine E.
 Turner, Madge Elizabeth.
 Weight, Hattie May.
 Weir, James.
 White, Loretto.
 Wiltse, Cora Clare.
 Wingfield, Eva.
 Winnett, Estelle.
 Wyatt, Emma.
 Yokom, Laura Ada.
 Young, Bertha Georgie.

7. KINDERGARTEN DIRECTORS, 1902.

Acheson, Annie.	Lanskail, Agnes.
Bain, Agnes W.	Lennox, Eva.
* Bapty, Gertrude.	Macarquodale, Maude.
Bryan, Christine.	MacPeak, Bessie.
Bull, Alice.	McClean, Edith.
* Burritt, Gwendoline.	McTaggart, Helen.
Cavers, Agnes G.	Marcon, Laura.
Cole, Clara M.	Nash, Isabel.
Convey, Bertha.	Neish, Laura.
Currie, Katherine.	Patterson, Louise.
Darnbrough, Bessie.	Perry Adeline.
Doble, Florence.	Ritchie, Edith.
Fawcett, Marie.	Robertson, Maude.
Forsyth, Lillian H.	Ross, Winnifred.
Freeman, Elsie.	Rush, Lillian.
Grant, Annie.	Scott, Margaret.
Grant, Isabel.	Stewart, Lottie.
Groff, Emilie.	Stoddart, Jennie.
Howell, Ethel.	Webber, Mabel.
Keith, Margaret.	Westman, Alice.
Kumpf, Mary.	

8. KINDERGARTEN ASSISTANTS, 1902.

Anderson, Mary.	*Patterson, Frances E.
Angus, Maud M.	Platt, Florence Ethel.
*Allison, May.	*Robb, Alma A.
Betzner, Wahnetta N.	Rogers, Edith L.
Chapman, H. Lorena.	Rogers, Helen M.
*Cornell, Mabel G.	*Thompson, Marion W.
Delaporte, Ethel W.	Walker, Florence M.
Farquharson, Vida.	*White, Mary A.
*Harris, Isabel Ellen.	Whiteside, Sadie.
Hopkirk, Mary H.	*Wilson, Jennie H.
Morrison, Rose.	*Wrenshall, Mabel.
McIlwain, Mabel.	*Ziegler, Edna J.

9. DOMESTIC SCIENCE, 1902.

Akes, V. Maude.	Gray, Gertrude A.
Burke, Lillian M.	Gray, L.
Bustin, Hannah.	Gunn, Mary.
Christie, Roberta M.	Holland, Helen.
Copland, Mabel C.	Kennedy, Martha.
Duncan, Bertha A.	Kingsmill, G.
Fanquier, M. Maude.	Macbeth, Meta.
Foote, May.	MacPherson, Mary C.
Fraser, Agnes Gertrude.	McCully, Violet.
Fuller, A. L.	McLennaghan, Hattie E.
Gowsell, Hattie M.	McPhedran, Miss.
Gray, Carolina Martha.	Malone, Charlotte.

9. DOMESTIC SCIENCE.—*Concluded.*

Mitchell, Grace.
 Morris, S. A.
 Morrison, Anne.
 Noble, Dora.
 Patterson, Olive.
 Scott, Mable A.

Spafford, Jessie.
 Sutherland, Alexander C.
 Sutherland, Gladys.
 Thomson, L. B.
 Welsh, Jessie Blake.
 Worster, Carrie.

10. TEMPORARY AND EXTENDED CERTIFICATES, 1902.

County, etc.	Temporary certificates.	Third Class certificates extended.	County, etc.	Temporary certificates	Third Class certificates extended.
Bruce.....	9	2	Middlesex.....	1	7
Carleton.....	9	1	Prescott and Russell.....	2	9
Dundas.....	9	2	Prince Edward.....	33	5
Essex.....	35	2	Renfrew.....	2	2
Frontenac.....	9	2	Simcoe.....	6	3
Glengarry.....	1	2	Stormont.....	4	1
Grey.....	9	1	Victoria.....	13	1
Haldimand.....	1	1	Western Ontario, R. C. S. Schools.....	157	4
Hastings.....	1	1	Central.....	307	58
Huron.....	1	7	Eastern.....	136	48
Kent.....	2	1	Districts.....	171	10
Lambton.....	3	1			
Lanark.....	2	1	Totals, 1902.....		
Leeds.....	2	2	“ 1901.....		
Lennox and Addington.....	1	1	Increase.....		
Lincoln.....					

11. PROFESSIONAL EXAMINATIONS, 1902.

	Kindergar- ten Assis- tants.	Kindergar- ten Direc- tors.	Co. Model Schools.	Normal Schools.	Normal College.
No. of candidates.....	28	48	1,171	619	151
No. who passed.....	24	41	1,138	617	128
No. of appeals.....	4	5			8
Appeals sustained.....	2	2			2

APPENDIX P.

MEMBERS OF THE EDUCATIONAL COUNCIL, AND BOARDS OF
 EXAMINERS; LISTS OF ASSOCIATE EXAMINERS, AND HIGH
 SCHOOL PRINCIPALS AND ASSISTANTS.

1. MEMBERS OF THE EDUCATIONAL COUNCIL 1902-1903.

Under the provisions of section 6, cap. 291, R. S. O., 1897, the following gentlemen were appointed members of the Educational Council :

G. H. Armstrong M.A., B. Paed, Principal of Borden Street Public School, Toronto.

The Rev. N. Burwash, M.A., LL.D., Chancellor of Victoria University.
Alfred Baker, M.A., of Toronto University.

The Rev. William Clark, M.A., D.C.L., F.R.S.C., of Trinity University,
Toronto.

The Rev. J. H. Farmer, B.A., LL.D., of McMaster University, Toronto.
Cortez Fessenden, M.A., Principal of Collegiate Institute, Peterborough.
Maurice Hutton, M.A., Principal of University College, Toronto.
A. P. Knight, M.A., M.D., of Queen's University, Kingston.
James Loudon, M.A., LL.D., President of the University of Toronto.

A. B. MacCallum, B.A., Ph.D., of Toronto University.

The Rev. J. R. Teefty, M.A., LL.D., Principal of St. Michael's College,
Toronto.

W. Tytler, B.A., Public School Inspector, Guelph.

2. BOARDS OF EXAMINERS, 1902.

(1) Public School Leaving or Part I. Junior Leaving Board.

W. H. Ballard, M.A., I.P.S., Hamilton.

W. S. Milner, M.A., Toronto University.

(2) High School Leaving and University Matriculation Board.

J. H. Cameron, M.A., Toronto University.

A. Carruthers, M.A., Toronto University.

Pelham Edgar, Ph.D., Victoria University, Toronto.

J. Fletcher, LL.D., Toronto University.

W. L. Goodwin, D.Sc., Queen's University, Kingston.

A. L. Langford, M.A., Victoria University, Toronto.

F. W. Merchant, M.A., Principal Normal School, London.

J. Macgillivray, Ph.D., Queen's University, Kingston.

M. A. Mackenzie, M.A., Trinity University, Toronto.

W. S. W. McLay, B.A., McMaster University, Toronto.

M. O'Brien, Separate School Inspector, Peterboro'.

A. T. DeLury, M.A., Toronto University.

R. Ramsay Wright, B.Sc., Toronto University.

G. M. Wrong, M.A., Toronto University.

A. H. Young, M.A., Trinity University, Toronto.

(3) Commercial Diploma Board.

J. H. Packham, B.A., Owen Sound.

E. C. Srigley, Woodstock.

(4) Commercial Specialist Board.

J. D. Conklin, Ottawa.

W. Ward, Kingston.

(5) Kindergarten Board.

Miss E. Cody, Normal School, Toronto.

Miss L. M. Currie, Toronto.

S. A. Morgan, D.Pæd., Hamilton.

Miss Jessie Stocks, Normal School, Ottawa.

(6) Normal School Board.

G. E. Broderick, Prin., Model School, Lindsay.
 R. H. Cowley, M.A., I.P.S., Ottawa.
 W. E. Groves, Toronto.
 D. A. Maxwell, M.A., LL.B., Ph. D., I.P.S., Windsor.
 L. E. Staples, M.A., Kingston.
 J. R. Stuart, I.P.S., Stratford.
 J. Suddaby, Prin., Model School, Berlin.

(7) Examiners in Practical Teaching at the Normal Schools.

W. Atkin, I.P.S. St. Thomas.
 N. W. Campbell, I.P.S. Durham.
 W. J. Carson, I.P.S. London.
 J. Connolly, I.P.S. Brockville.
 A. B. Davidson, B.A., I.P.S. Newmarket.
 J. S. Deacon, I.P.S. Milton.
 W. Irwin, B.A., I.P.S. Stratford.
 W. Johnston, M.A., I.P.S. Athens.
 J. H. Knight, I.P.S. Lindsay.
 J. McBrien, I.P.S. Prince Albert.
 Rev. Thos. McKee, I.P.S. Barrie.
 W. J. Summerby, I.P.S. Russell.
 J. J. Tilley, I.C.M.S. Toronto.

(8) Normal College Board.

G. H. Reed, B.A., B. Pæd Markham.
 S. Silcox, B.A., B. Pæd St. Thomas.
 A. W. Burt, B.A. Brantford.
 E. Coombs, B.A., B. Pæd Newmarket.
 J. H. Brethour, B.A. Mt. Forest.
 C. J. Logan, M.A. Galt.
 J. Jeffries, B.A. Peterborough.
 A. E. Jewett, B.A. Chatham.
 A. Stevenson, B.A. Stratford.
 J. A. Houston, M.A. Smith's Falls.
 R. A. Gray, B.A. Toronto.
 W. C. Ferguson, B.A. London.
 H. McKellar, B. A. Owen Sound.
 E. L. Hill, B.A. Guelph.

(9) County Model School Board.

A. McMillan. Toronto.
 E. D. Parlow, M.A. Ottawa.
 W. Scott, B.A., Prin. Normal School. Toronto.

(10) Art School Board.

W. D. Blatchley Toronto.
 F. H. Brigden Toronto.
 A. C. Casselman Toronto.
 R. Gagen Toronto.
 Rev. Bro. Maxentius Toronto.
 M. Matthews Bracondale.
 T. R. Roseburgh Toronto.
 W. A. Sherwood Toronto.

(10) Art School Board.—*Concluded.*

F. M. Bell-Smith	Toronto.
L. B. Stewart	Toronto.
C. H. C. Wright	Toronto.

3. ASSOCIATE EXAMINERS, 1902.

*(a) Junior Leaving Part 1. or Public School Leaving.**Arithmetic.*

Andrus, G.	London.
Caverhill, A. E.	St. Catharines.
Higginson, Maria A.	Hawkesbury.
Keogh, L. R.	Pembroke.
McIntosh, M.	Toronto.
Millar, J.	Toronto.
Nugent, J.	Cornwall.
Rice, J.	Aurora.
Wilson, W.	Toronto Junction.

English Grammar.

Attwood, A. E.	Ottawa.
Bridgman, Clara	Smithville.
Burchill, J., B.A.	Cobourg.
Cameron, J. H.	Brussels.
Charlesworth, J. W.	Guelph.
Dowkes, W. J.	Welland.
Grant, Rev. Geo., B.A.	Orillia.
Hinde, E. W., B.A.	Toronto.
Langford, T. E., B.A.	Tottenham.
Leary, J. L.	Toronto.
McArthur, Christina	Pt. Perry.
McDougall, J. B., B.A.	North Bay.
McIntosh, A.	Toronto.
Odell, A.	Cobourg.
Phillips, S., B.A.	Minden.
Rose, C.	Ottawa.
Shaw, J.	Blyth.
Spence, J.	Toronto.
Suddaby, J.	Berlin.
Talbot, H. J.	Beamsville.
Ward, E.	Collingwood.
Waugh, J., D. Pæd.	Whitby.
White, R. O.	Gore Bay.
Young, D.	Guelph.

History.

Allingham, T. D.	West Lorne.
Brown, J. C.	Peterboro.
Bulmer, J. R.	Toronto.
Burgess, H. H., B. A.	Owen Sound.
Crewson, J. W., B. A.	Cornwall.
Campbell, J.	Forest.
Davidson, Jean.	Renfrew.
Day, I., B. A.	Orillia.
Eagle, D. M.	Windsor.
Evans, W. A.	Lakefield.
Giles, Edith.	Brockville.
Harvey, W. B.	Sydenham.
Kinney, R., M. D.	Brockville.
Lavan, Adelaide F.	Welland.
Markle, J. H., B. A.	Toronto.
McEwan, J. S.	Ottawa.
McLellan, Kate.	Goderich.
Miller, G. A.	Dresden.
Panton, Jessie.	Oshawa.
Platt, G. D., B. A.	Picton.
Pottinger, Sylvia.	Sarnia.
Rundle, J. A.	Mountain View.
Sorsoleil, M. A.	Peterboro.
Staples, L. E., M. A.	Kingston.

Geography.

Campbell, J. D.	Highgate.
Currie, A. M.	Parry Sound.
Evans, J. J.	Toronto.
Hamilton, W. J.	Owen Sound
Kidd, W. J.	Woodbridge
Manning, A. E.	Hamilton.
Milne, J. W.	Toronto.
McRae, Jessie.	Belleville.
Moir, M. Annie.	Barrie.
Prendergast, W., B. A.	Toronto.
Robertson, G. D.	Dunnville
Taylor, L. W.	Lindsay.
Ward, W.	Kingston.
Wright, Robt.	Hagersville.

English Composition.

Aitcheson, Belle.	Waterdown.
Barr, Lydia.	Uxbridge.
Brown, J. W.	Hanover.
Bryce, Walter, B. A.	Toronto.
Chapman, W. F.	Toronto.
Craig, J. J., B. A.	Fergus.
Currie, D.	Petrolia.
Davidson, Margaret.	Hamilton

English Composition.—Concluded.

Edwards, C. H., M. A.	Napanee.
Forhan, J. H.	Newmarket.
Graham, R. M.	London.
Moir, K. E.	Port Hope.
Moshier, D. D., B. A.	Sarnia.
Spence, W. D.	St. Mary's.
White, J. F.	Toronto.

*(b) Junior Leaving Part II. and Pass Matriculation.**English Grammar.*

Bishop, C. P., B. A.	Athens.
Cleary, Nora, B.A.	Windsor.
Hardy, E. A., B. A.	Lindsay.
Howard, E. S., B.A.	Owen Sound.
Keillor, J., B.A.	Ridgetown.
Kirkwood, Florence, B. A.	Seaforth.
McKay, D., B. A.	Alexandria.
McManus, Emily, M. A.	Niagara Falls South.
Page, R. B., M.A.	Toronto Junction.
Reynar, Marianne S., B. A.	Picton.

English Literature.

Dingle, Grace, B.A.	Meaford.
Foik, H. J.	Kingston.
McCool, J., M. A.	London.
McKim, W. A., B.A.	Perth.
Macdonald, Jean E., B.A.	Toronto.
Morrow, J. D., B. A.	Glencoe.
Miller, Margaret, B.A.	Pembroke.
Pattee, Mrs. Ada	Trenton.
Skinner, Kate, B.A.	Guelph.
Steele, A., B.A.	Orangeville.
Thompson, Margaret J., B.A.	Almonte.
Walks, R. H., B.A.	Whitby.

English Composition.

McLean, W. J., B. A.	Vankleek Hill.
McVicar, A., B.A.	Windsor.
Mowat, A., B.A.	Brockville.
Roberts, T. H., B.A.	Rat Portage.
Ross, R., B.A.	Pembroke.
Tennant, Adelaide, B.A.	Forest.

History.

Carstairs, J. S., B.A.	Toronto.
Dandy, W. P., B.A.	Morrisburg.
Deroche, Eleanor E., B.A.	Napanee.
Findlay, W. F.	Toronto.
Foster, Jessie,	Welland.
Hinch, N. C., B.A.	Barrie.
Johnston, G. L., B.A.	Hamilton.
McMurchy, R. D., B.A.	Chesley.
Shepley, L.	Collingwood.
Stothers, R. S.	Ottawa.
Thompson, J. F., B.A.	Simcoe.
Wilson, N. L., B.A.	Port Elgin.

Arithmetic.

Bell, Ethel,	Toronto.
Brown, P. W.	Newburgh.
Knight, W. W.	Belleville.
Morgan, J. J., B.A.	Omeme.
Nichol, W. W., B.A.	Listowel.
Norris, I. T.	Ottawa.
O'Connor, W., B. A.	Toronto.
Powell, E. G., B.A.	St. Catharines.
Simpson, R. S.	St. Thomas.
Stanley, T. E. A., B.A.	Iroquois.

Euclid.

Boyes, R.	Campbellford.
Colling, G. F., B. A.	Seaforth.
Forbes, J. W., B.A.	Weston.
Frost, F. H., B.A.	Bowmanville.
Hay, A.	Barrie.
Merritt, R. N., B.A.	Markham.
Myer, A. N., B.A.	Beamsville.
Overholt, A. M., B.A.	Hamilton.
Rudlen, G. W., B.A.	Arnprior.

Algebra.

Carmichael, N. R., M.A.	Kingston.
Doidge, T. C., B.A.	Orillia.
McPhail, A. C., B.A.	Almonte.
Whyte, R., B.A.	Deseronto.
Wooster, Thyrsa, B.A.	Toronto.

Classics.

Baines, A. W., B.A.	Warton.
Caesar, L., B.A.	Port Hope.
Farquharson, R. A., B.A.	Richmond Hill.
Fitzgerald, Eliza. B.A.	Cornwall.
Jackson, W. S., B.A.	Deer Park.

Classics.—Concluded.

Jones, G. M., B.A.	Hagersville.
Luton, J. T., B.A.	Belleville.
Reid, E. J., B.A.	Woodstock.
Riddell, F. P., B.A.	London.
Robinson P. J., B.A.	Toronto.
Sawers, F. J., B.A.	Port Hope.
Stoddart, R., B.A.	Listowel.
Tasker, L. H., M.A.	Almonte.
Will, G. E., B.A.	Orangeville.
Wright, Landon, B. A.	Toronto.

French and German.

Allin, Elizabeth, B. A.	Glencoe.
Annis, Mary, B.A.	Markham.
Armour, Amy, A.	Almonte.
Brown, H. W., B.A.	Peterboro.
Carter, Janet, M.A.	Galt.
Clayton, Adelaide, B.A.	St. Mary's.
Fleming, E. Catharine.	Niagara Falls.
Gardiner, Ella, B.A.	Belleville.
Hendrick, A. W., B.A.	Picton.
Jones, Laura, B.A.	Cobourg.
MacLean, Allan.	Cornwall.
Pilkey, P. J., B.A.	Ft. William.
Tapscott, H. B., B.A.	Toronto.
Weir, Annie, B.A.	Port Hope.

Physics.

Anderson, G. R., B.A.	Toronto.
Birchard, F. J., B.A.	Toronto.
Carefoot, G. A.	Collingwood.
Carr, W. R., B.A.	Toronto.
Campbell, D. A.	Ottawa.
Donaldson, W., B.A.	Petrollea.
Grant, B. D.	Goderich.
Kirkland, W. S., M.A.	Morrisburg.
McCutcheon, F. W., B.A.	London.
Reid, M. R., M.A.	Napanee.
Stuart, F. A., B.A.	Lucan.
Taylor, J. A., B.A.	Dutton.
Thomson, R. B., B.A.	Prescott.
Thompson, P. M., B. A.	Whitby.

Chemistry.

Morgan, J., B.A.	Smith's Falls.
Rogers, G. F., B.A.	Seaforth.
Smellie, W. K. T., B.A.	Deseronto.
Wilson, T. M., B.A.	Vankleek Hill.
Young, W. D., B.A.	Toronto.

*(c) Senior Leaving and Honor Matriculation.**English.*

Charles Henrietta, B.A.....	Toronto Junction.
Field, J. M., B.A.....	Goderich.
Lawler, Gertrude, B.A.....	Toronto.
Mowbray, W., B.A.....	Chatham.

History.

Brown, L., M.A.....	Aylmer.
Gundy, H. W., B.A.....	Toronto.

Mathematics.

Dawson, H. J., B.A.....	Kingston.
Griffin, A. D., B.A.....	Woodstock.
Murray, T., B.A.....	Owen Sound.
Rand, W. E., B.A.....	Clinton.

Classics.

Bragg, T. G., B. A.....	Bowmanville.
Colling, J. K., B.A.....	Collingwood.
Croskery, R. A., B.A..	Morrisburg.
Jolliffe, R. O., B.A.....	Owen Sound.
Stubbs, S. J., B.A.....	Smith's Falls.

French and German.

Albarus, Hedwig S., B.A.....	Morrisburg.
Bunnell, Effie, B.A.....	Brantford.
Horning, L. E., Ph. D.....	Toronto.
Van Every, J. F., B.A.....	Napanee.

Science.

Kilmer, E. E.....	Toronto.
Piersol, W. H., B.A.....	Toronto.
Scott, F. H., Ph. D.....	Toronto.

4. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1903.

Collegiate Institutes.	Names of teachers.	Degree.	Specialists.	Date of appointment.	Salary.
Aylmer	Rutherford, Walter W	B.A., Tor	Math	1883	1,400
	Pelpe, Frances G	B.A., Tor	Eng., Hist., Fr., Gr	1896	700
	Brown, Lyman	M.A., Tor	Class	1899	800
	Kilmer, Ernest E. O.		Commercial (Interim) Sci	1899	850
	Redditt, Thomas H	B.A., Tor	Eng., Hist., Fr., Gr	1893	1,500
Barrie	Hay, Andrew	B.A., Vic	Math	1882	1,000
	Munn, James Edward	B.A., Vic	Math, Sci	1893	1,000
	Moir, Mary Annie		Commercial	1895	750
	Hinch, Nicholas E	B.A., Tor	Eng., Hist., Fr., Ger	1901	750
	Burt, Arthur William	B.A., Tor	Eng., Hist., Fr., Gr	1893	1,800
Brantford	Pasmore, Samuel F	M.A., Tor	Class	1885	1,200
	Hoag, James P	B.A., Queen's	Eng., Hist., Math	1893	1,200
	Coates, Daniel Harsum	B.A., Tor	Math	1893	1,200
	Bunnell, Effie Maria	B.A., Tor	Eng., Hist., Fr., Ger	1891	1,200
	Hamilton, James Reid	B.A., Tor	Sci	1893	1,200
Brockville	Shutis, Adam		Commercial	1895	1,200
	Mowat, Alexander	B.A., Tor	Eng., Hist. (Interim)	1901	1,500
	Copland, James Stuart	B.A., Tor; M.A., McMaster	Sci	1889	1,000
	Bryan, Hugh Wallace	M.A., Queen's	Class	1901	1,000
	Husband, Almeron Judson	B.A., Tor	Fr., Ger	1895	1,000
Chatham	Forbes, John W	B.A., Tor	Math	1902	1,000
	Giles, A. Edith			1890	700
	Richardson, Kate		Commercial	1895	700
	Peterson, David Smith	B.A., Tor	Eng., Hist., Fr., Ger	1888	1,500
	Twodey, William J	M.A., Tor	Class	1885	1,200
Clinton	Taylor, Wilson	B.A., Tor	Math	1894	1,200
	Jewett, Albert E	B.A., Queen's	Sci	1896	1,200
	Lane, James S	B.A., Tor	Fr., Ger	1898	1,050
	Collins, Henry		Commercial	1902	900
	Sissons, Charles B	B.A., Tor	Class	1902	750
Clinton	Houston, John	M.A., Tor	Eng., Hist., Fr., Ger	1892	1,225
	McLean, Ebenezer M		Sci	1894	900
	Parlee, Edith		Commercial	1898	600
	Stoddart, Robert	B.A., Tor	Class	1902	800
	Tier, William	M.A., Tor	Math	1902	800

Cobourg.....	Mitchell, George Winter. Arthur, Colin Clayton. Odell, John William. Jones, Laura L. Race, Cecil E.	M.A., Queen's. M.A., Queen's. B.A., Tor. B.A., Tor. B.A., Tor.	Class. Sci. Math. Eng., Hist., Fr., Ger. Commercial, Math.	1890 1893 1895 1898 1900	1,425 900 1,000 700 1,000
Collingwood.....	Mills, George K. Hammill, George. Colling, John Knowles. Burnham, Archibald Mowbray. Stone, Alice B. (Interim)	B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor.	Sci. Math. Class. Eng., Hist., Fr., Ger. Commercial	1901 1892 1899 1901 1902	1,200 1,000 900 700 600
Galt.....	Carscadden, Thomas. Logan, Charles James. DeGuerre, Ambrose. Evans, William Edwin. Hamilton, Robert S. Carter, Janet W.	M.A., Tor. B.A., Trin. B.A., Tor. B.A., Tor. B.A., Tor. M.A., Tor.	Eng., Hist. Class. Math. Commercial Sci. Eng., Hist (Interim), Fr., Ger.	1885 1883 1890 1892 1894 1901	1,750 1,200 1,200 1,000 1,100 900
Goderich.....	Strang, Hugh Innis. Field, John M. Merritt, Robert N. (Interim) Thompson, William H. (Interim) Parlee, Edith (Interim) Fleming, Louis Charles (Interim)	B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor.	Class. Eng., Hist., Fr., Ger. Math. Commercial Sci. Commercial	1871 1900 1902 1902 1901 1902	1,300 1,000 850 850 700 600
Guelph.....	Davison, James. Hill, Ethelbert Lincoln. Skinner, Kate Clara. Wilson, Henry Ernest. Charlesworth, John William. Taylor, Luther William.	B.A., Vic. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor.	Math. Sci. Eng., Hist., Fr., Ger. Class. Commercial	1892 1889 1895 1895 1888 1902	1,500 1,000 800 1,000 850 1,000
Hamilton.....	Thompson, Robert Allan. Turner, John Burgess. Paterson, Andrew. Crawford, John Thomas. Logan, William McGregor. Hogarth, Eber Septimus. MacPherson, Frederick Fotheringham. Gill, James. Morgan, Sydney Albert. Davidson, Margaret Cheyne. Asman, Henry Oldrid Evison. Overholt, Arthur Milton (Interim) Johnston, George Lang. Morgan, Harriet Emma. McArthur, Edith Mary.	B.A., Tor. B.A., Queen's. M.A., Trin. B.A., Tor. M.A., Tor. B.A., Tor. B.A., Tor. B.A., B. Paed., Tor. B.A., D. Paed., Tor. B.A., London, Eng. M.A., McMaster B.A., Queen's.	Math. Math., Sci. Math. Class. Eng., Hist., Fr., Ger. Eng., Hist., Fr., Ger. Math. Class. B.A., London, Eng. M.A., McMaster Commercial	1886 1885 1874 1889 1892 1892 1894 1892 1891 1876 1892 1901 1888 1897 1901	1,800 1,400 1,200 1,200 1,200 1,200 1,200 1,200 1,100 800 1,000 900 800 550 1,200
Ingersoll.....	Briden, William.	B.A., Queen's.	Class., Eng., Hist.	1886	

4. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1903.—Continued.

Collegiate Institutes.	Names of teachers.	Degree.	Specialists.	Date of appointment	Salary.
Ingersoll.—Con.	McDonald, George Leslie.	B. A., Tor.	Eng., Hist., Fr., Ger.	1895	1,000
	Cameron, John Shaw.	B. A., Tor.	Math.	1898	900
	Norman, Lambert.	B. A., Tor.	Eng., Hist., Fr., Ger.	1897	800
	Sexton, James Henry.	M. A., Queen's.	Sci.	1902	900
	Ellis, William Stewart.	B. A., Vic.	Math., Sci.	1893	1,800
Kingston	Sliter, Ernest Oscar.	M. A., Tor.	Class.	1888	1,200
	Dales, John Nelson.	M. A., Tor.	Eng., Hist., Fr., Ger.	1889	1,200
	Lingwood, Frederick H.	M. A., Trin.	Class.	1894	850
	Sills, William Ryerson.	M. A., Queen's.	Math.	1897	1,150
	Ward, William.	M. A., Queen's.	Commercial	1898	950
	Duff, James.	M. A., Queen's.	Eng., Hist.	1899	1,000
	Staples, Lorne Edgar.	M. A., Queen's.	Sci.	1902	800
	Beaton, Kate Florence.	M. A., Queen's.	Sci.	1902	600
	Campbell, Alexander.	B. A., Tor.	Math.	1903	750
	Harstone, John C.	B. A., Tor.	Math.	1886	1,600
	Cornish, G. A.	B. A., Tor.	Sci.	1903	1,000
	Hardy, Edwin A.	B. A., Tor.	Eng., Hist., Fr., Ger.	1889	1,150
Lindsey	Addison, Margaret Eleanor T.	B. A., Vic.	Eng., Hist., Fr., Gr	1901	1,000
	Colling, James.	B. A., Tor.	Class.	1894	1,150
	Cartfoot, George A.	B. A., Tor.	Sci.	1902	800
	Radcliffe, Samuel John.	B. A., Tor.	Eng., Hist., Fr., Ger.	1891	1,800
	Little, Robert A.	B. A., Tor.	Class.	1886	1,400
	Ferguson, William Chalmers.	B. A., Tor.	Eng., Hist., Fr., Ger.	1892	1,300
	McCool, John.	M. A., Tor.	Eng., Hist., Fr., Ger.	1897	1,175
	McCready, Samuel B.	B. A., Tor.	Sci.	1898	1,175
	Govenlock, William M.	B. A., Tor.	Math.	1898	1,150
	Wilson, Nicholas.	B. A., Tor.	Math.	1866	1,050
	Andrus, Guy A.	B. A., Tor.	Eng., Hist., Fr., Ger.	1888	1,100
	McVicar, Archibald.	B. A., Tor.	Class.	1903	1,050
	Riddell, Frank P.	B. A., Tor.	Class.	1898	1,050
	Jones, Samuel S.	B. A., Queen's.	Eng., Hist.	1895	1,025
	Horton, Charles W.	B. A., Tor.	Commercial	1895	1,050
	Dickenson, James Arthur.	B. A., Tor.	Math., Eng., Hist.	1900	1,050
	McCutcheon, Frederick Wm. Caswell.	B. A., Tor.	Commercial	1898	1,000
	Voaden, Arthur.	B. A., Tor.	Commercial	1900	975
	Downing, John Henry.	B. A., Tor.	Commercial	1900	800
	Hanson, Fannie M.	B. A., Tor.	Commercial	1886	800
	Kelso, Alice C.	B. A., Tor.	Commercial	1897	800

Morrisburg	Jamieson, James Smyth	M. A., Vic.	Eng., Hist.	1882	1,200
	Massey, Arthur Wallace	B. A., Vic	Eng., Hist., Math.	1892	850
	Kirkland, William Stuart	M. A., Queen's	Sci.	1898	800
	Albarus, Hedwig Selma	B. A., Tor	Fr., Ger	1899	800
	Croskery, Robert Arthur	B. A., Queen's	Class.	1899	750
	Buchanan, John Alexander	B. A., Queen's	Class.	1902	600
Napanee	Flach, Ulyses J.	M. A., Tor	Math	1900	1,400
	Reid, Marvin Ryckman	M. A., Queen's	Sci.	1900	900
	VanEvery, John Fair	B. A., Tor	Eng., Hist., Fr., Ger	1897	900
	Nicol, Margaret A.	B. A., Tor	Eng., Hist., Fr., Ger	1891	600
	Smith, Margaret	B. A., Tor	Class.	1892	600
	Deroche, Eleanor Elizabeth (Interim)	B. A., Tor	Class.	1901	700
Niagara Falls	Dickson, James D.	B. A., Tor	Math	1893	1,300
	Walker, David McKenzie	B. A., Tor	Commercial	1893	1,000
	Fleming, Ethel Catharine	B. A., Tor	Eng., Hist., Fr., Ger	1890	950
	Will, George Edwin	B. A., Tor	Class.	1901	900
	Dobbie, Mary I.	B. A., Tor	Class.	1900	500
	Dickson, John Elder	P. A., Tor	Class., Eng., Hist.	1899	1,500
Orillia	Doidge, Thomas Clarke	B. A., Tor	Math., Commercial	1899	1,000
	Langrill, Adelaide Jane	B. A., Tor	Eng., Hist., Fr., Ger	1899	700
	Johnston, Fred James	M. A., Tor	Sci.	1901	800
	Seovell, Holland R.	B. A., Tor	Eng., Hist., Fr., Ger (Interim)	1900	700
	Elliott, Robert Leopold (Interim)	B. A., Tor	Eng., Hist., Fr., Ger (Interim)	1901	600
	Macmillan, John	B. A., Tor	Eng., Hist.	1881	2,400
Ottawa	Jolliffe, Orion John	M. A., Vic	Class.	1884	1,700
	McDougall, Alexander Hiram	B. A., Tor	Math	1889	1,700
	Alexander, Luther Herbert	M. A., Tor	Eng., Hist., Fr., Ger	1894	1,600
	Sykes, Wm. John	B. A., Vic	Eng., Hist., Fr., Ger	1894	1,600
	Stothers, Robert	B. A., Queen's	Eng., Hist., Fr., Ger	1887	1,200
	Norris, Isaac Taylor	B. A., Queen's	Math	1898	1,100
Owen Sound	Campbell, Daniel Alexander	B. A., Tor	Sci.	1896	1,300
	Graham, Wm. Andrew	B. A., Tor	Sci.	1895	1,000
	Scott, Bessie Mabel	B. A., Tor	Sci.	1892	850
	Macmillan, Herbert Seymour	B. A., Tor	Fr., Ger	1897	950
	Armstrong, Wm. Gilnochie	B. A., Tor	Eng., Hist., Fr., Ger (Interim)	1901	750
	Simpson, Robert S.	M. A., Tor	Commercial	1902	900
Owen Sound	Tomkins, Elizabeth Augusta (Interim)	B. A., Tor	Commercial	1902	700
	Murray, Thomas	B. A., Tor	Math	1897	1,500
	Packham, James Henry	B. A., Vic	Math., Commercial	1884	1,150
	Whyte, David	B. A., Tor	Sci.	1902	1,000
	McKellar, Herbert S.	B. A., Tor	Fr., Ger	1898	1,100
	Brouch, Thomas Allardyce	B. A., Queen's	Eng., Hist.	1893	1,100
Owen Sound	Jolliffe, Richard Orlando	B. A., Tor	Class.	1899	1,100
	Hamilton, Wm. John (Interim)	B. A., Tor	Sci.	1901	800

4. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1903.—Continued.

Collegiate Institutes.	Names of Teachers.	Degree.	Specialists.	Date of Appointment.	Salary.
Owen Sound.— <i>Con.</i>	Howard, Edwy S. Shields, Alfred J.	B. A., Vic	Eng., Hist.	1902 1903	1,100 700
Perth	Hardie, William. Edmiston, James Alfred. Preston Thomas. McKim, William Andrew. Doxsee, William Morley.	B. A., Tor B. A., Tor B. A., Tor B. A., Vic	Class. Sci. Eng., Hist., Fr., Ger. Math	1892 1893 1903 1900 1899	1,200 850 900 850 950
Peterborough.	Fessenden, Cortez. Pifa, Jas. A. Jeffries, John. Kennier, Henry R. H. McPherson, Angus William. Strizley, Edgar Cooper. Sorsoleil, Milton A.	M. A., Trin B. A., Tor B. A., Tor B. A., Tor B. A., Tor	Math. Math, Sci. Eng., Hist., Fr., Ger. Class. Commercial	1890 1887 1890 1893 1899 1902 1902	2,000 1,200 1,200 1,200 900 950 700
Renfrew.	McDowell, Charles. Dolan, George R. Ewing, William Campbell. Hamilton, John C. Lucas, Edwin A. Bennett, Alice Maud.	B. A., Queen's. B. A., Queen's. M. A., Queen's. B. A., Queen's. B. A., Tor B. A., Tor	Math. Class., Eng., Hist. Sci. Sci. Eng., Hist., Fr., Ger. Class (Interim)	1879 1901 1896 1902 1902 1902	1,100 750 775 900 650 550
Ridgetown	Little, John George. Reid, Robert. Marshall, John Wells. Kellor, James. Liebner, Ernest Oscar.	B. A., Tor B. A., Tor B. A., Queen's. B. A., Queen's B. A., Queen's and Tor	Math. Eng., Hist., Fr., Ger. Class (Interim) Eng., Hist., (Interim) Sci.	1889 1895 1899 1892 1901	1,300 850 775 700 850
St. Catharines.	Henderson, John. Robertson, William John. Giffin, James A. Cloney, Sara Louisa. Leing, Arthur Stewart. Stevenson, William John. Caverhill, Arthur E.	M. A., Tor B. A., Tor, L. L. B., Vic B. A., L. L. B., Toronto M. A., Queen's. B. A., Queen's B. A., Queen's B. A., Queen's	Class., Eng., Hist. Math Sci. Eng., Hist., Fr., Ger. Eng. Commercial Commercial	1872 1874 1892 1896 1898 1894 1892	1,600 1,200 1,100 900 900 700 750
St. Mary's	Martin, Stephen. Follick, Thomas Henry.	B. A., Tor M. A., Vic	Math Sci.	1886 1885	1,250 925

St. Thomas.....	Clayton, Adelaide Helena K....	B. A., Tor	Eng., Hist., Fr., Ger	1892	875
	Glassey, David Alex.	B. A., Tor	Math	1894	925
	Delmage, Emeline E. ....(Interim)	B. A., McMaster	Class	1903	500
	Quance, Noah	R. A., Tor	Class	1891	1,500
	Stevenson, Orlando John	M. A., Tor	Eng., Hist., Fr., Ger	1897	1,200
	Marty, Aletha Elise	M. A., Queen's	Fr., Ger	1894	1,200
	Lees, Richard	M. A., Queen's	Sci.	1894	1,200
	Johnson, Robert Wilbur		Commercial (Interim)	1898	850
	McGee, Cyril Houghton	B. A., Trin	Math	1902	1,000
	Whitely, Lester Robert....(Interim)	B. A., Tor	Eng., Hist., Fr., Ger	1901	650
	Jones, Louis E. ....(Interim)	B. A., Tor		1902	600
	Webster, Charles Samuel ....(Interim)	B. A., Tor		1904	600
Sarnia	Crawsweiller, Christopher L.	B. A., Tor	Math	1902	1,400
	Grant, David M	B. A., Tor	Class	1886	1,300
	Corbett, Lewis C	B. A., Tor	Eng., Hist., Fr., Ger	1891	1,100
	Ivey, Thos. J	M. A., Tor	Sci.	1902	900
	Fleming, Ethel May....(Interim)	B. A., Tor	Eng., Hist., Fr., Ger	1902	800
	Bridgman, Clara Mary			1902	700
	Hatch, Salem B. ....(Interim)			1902	600
Seaforth	Regers, George F	B. A., Vic	Sci.	1901	1,200
	Kirkwood, Florence Ethel....(Interim)	B. A., Tor	Class	1901	850
	Brown, Harry William	B. A., Tor	Eng., Hist., Fr., Ger	1901	900
	Colling, George Featherston	B. A., Tor	Math	1901	800
	Johnstone, Lily M. ....(Interim)		Commercial	1902	700
Stratford	Mayberry, Charles Alexander	B. A., L. L. B., Tor	Class	1890	1,550
	Robertson, Hugh S	B. A., Tor	Math	1900	1,100
	Lennox, Thomas L	B. A., Tor	Sci.	1900	1,000
	Stevenson, Andrew	B. A., Tor	Eng., Hist	1901	1,000
	Malcolm, George	B. A., Queen's		1890	950
	Marty, Sophie E.	M. A., Queen's	Eng., Hist., Fr., Ger	1899	1,000
	Robertson, George D	B. A., Queen's		1902	800
Strathroy	Wetherell, James Elgin	R. A., Tor	Class, Eng., Hist.	1884	1,500
	Auld, Charles	B. A., Tor	Math	1900	1,000
	Cook, Margaret	M. A., Tor	Eng., Hist., Fr., Ger	1895	850
	Conn, Henry	B. A., Tor	Sci.	1900	1,000
	Kent, Eleanor		Commercial	1899	750
Toronto (Harbord st.)...	Spotton, Henry Byron	M. A., Tor	Class, Sci.	1891	2,800
	Hagarty, Edward William	B. A., Tor	Class	1891	1,800
	Balmer, Eliza May	R. A., Tor	Eng., Hist., Fr., Ger	1891	1,800
	Lawler, Gertrude	M. A., Tor	Eng., Hist., Fr., Ger, Math	1891	1,800
	Smyth, Thomas Henry	M. A., Tor	Sci	1891	1,800
	Cox, John Leone	B. A., Tor	Math	1892	1,800
	Eldon, Robert Henry	B. A., Queen's	Math., Commercial	1891	1,800
	Forfar, Charles	B. A., Tor	Eng., Hist., Fr., Ger	1892	1,400

4. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1903.—*Continued.*

Collegiate Institutes.	Names of Teachers.	Degree.	Specialists.	Date of Appointment.	Salary.
Toronto (Harbord Street) <i>(Continued)</i>	Kennedy, Lyman Aaron	M. A., Vic.	.....	1892	1,400
	Strath, Robert Smith	B. A., Tor.	.....	1893	1,300
	Clark, Luther J.	B. A., Queen's	.....	1896	1,400
	Carstairs, John Stewart	B. A., Tor.	Eng., Hist.	1899	1,250
Toronto (Jameson Ave.).	Embree, Luther Edmund	M. A., Tor.	Class., Eng., Hist., Fr., Gr.	1888	2,800
	Smith, Gilbert Acheson	B. A., Tor.	Sci.	1889	1,800
	Hillock, Julia S.	B. A., Tor.	Fr., Ger.	1900	1,500
	Birchard, Isaac J.	M. A., Tor.	Math.	1893	1,800
	Crawford, Henry J.	B. A., Tor.	Class.	1894	1,800
	Millar, James .....	.....	.....	1888	1,800
	Spence, Nellie	B. A., Tor.	Class., Eng., Hist.	1889	1,600
	Sinclair, John	B. A., Tor.	.....	1898	1,200
	Wisner, John A.	M. A., Trin.	Commercial	1889	1,800
Toronto (Jarvis St.) ..	Manley, Frederick Fitzpayne	M. A., Tor.	Math.	1875	2,800
	Chase, George A.	M. A., Tor.	Eng., Hist., Fr., Ger.	1889	1,800
	Gray, Robert Alexander	B. A., Tor.	Math.	1900	1,500
	Shaw, George Edmund	B. A., Tor.	Eng., Hist., Fr., Ger.	1876	1,800
	Grant, Wilbur .....	.....	Math.	1881	1,800
	Michell, William C.	B. A., Tor.	Class.	1897	1,500
	Gundy, Henry Wentworth	B. A., Tor.	Class. (Interim)	1900	1,200
	Lehmann, Carl	B. A., Tor.	Science.	1898	1,500
	Thomas, Janie	B. A., Tor.	Eng., Hist.	1882	1,350
	O'Rourke, Mary	B. A., Tor.	Math.	1900	1,000
Toronto Junction	Colbeck, Franklin Charles	B. A., Vic.	Class., Eng., Hist.	1894	1,500
	Gourlay, Richard	B. A., Tor.	Class, Math.	1893	1,100
	Charles, Henrietta	B. A., Tor.	Eng., Hist., Fr., Ger.	1900	1,100
	Fletcher, William Hugh	M. A., Queen's	Sci. (Interim) Commercial	1902	1,000
	Barnes, Charles Lancelot	B. A., Tor.	Class.	1902	650
Whitby	Hogarth, George Henry	B. A., Tor.	Math.	1899	1,150
	Thompson, Peter M.	M. A., Queen's	Sci.	1900	800
	Black, Harvey H.	M. A., Queen's	Class.	1900	750
	Walks, Robert Hilton	B. A., Tor.	Eng., Hist. (Interim)	1900	800
	Umpfrey, George Wallace	P. A., Tor., M. A., Harvard	Fr., Ger.	1901	700
Windsor	Cody, William Stephen	B. A., Tor.	Math	1893	1,600
	Gavin, Frederick P.	B. A., Queen's	Sci.	1892	1,200

Woodstock	Ball, Frederick Henry. Messmore, Joseph Franklin. Neilson, James. Cleary, Norah. (Interim)	B.A., Tr. B.A., Tor. B.A., Tor.	Eng., Hist., Fr., Ger Class Commercial Class, Eng., Hist., Fr., Ger Math Eng., Hist. (Interim) Class Sci Eng., Hist., Fr., Ger Eng., Hist., Fr., Ger Commercial (Interim) Sci	1893 1899 1898 1900 1898 1882 1889 1898 1901 1901 1902	1,000 1,000 1,000 700 1,500 1,200 1,100 1,10 800 650 £50
High Schools.					
Alexandria	Levan, Isaac Master Griffin, Albert Dyke. Kerr, Charles Staple. Cole, James McLarty Ashwell, Annie Eliza Watson, Ervin Herbert Alf. (Interim) Scratch, Lillie May	B.A., Tor. B.A., Queen's B.A., Tor. B.A., Tor. B.A., Tor.	Class Class Fr., Ger Fr., Ger. (Interim) Eng., Hist Class Math	1895 1898 1903 1902 1899 750 1893 1895 1898 1898 1902	1,250 800 700 1,000 189 750 750 1,100 750 600
Almonte	Treleven, John Wesley McPhal, Alexander C. Armour, Amy A Thompson, Marga et Jane.	B.A., Tor. B.A., Queen's B.A., Queen's	Class Fr., Ger Fr., Ger. (Interim) Eng., Hist	1902 1899 750 1893 1895	1,000 189 750 750
Arnprior	Morrow, Archibald Elston Radlen, George William. Mitchell, Jessie Ann	B.A., Tor. B.A., Tor. B.A., Tor.	Class Math	1898 1898 1902	1,100 750 600
Arthur	Snider, Egerton E. Elmslie, Wallace (Interim) Mooney, William H. Thomas. (Interim)	B.A., Vic P.A., Tor. B.A., Tor.	Math Eng., Hist., Fr., Ger Class	1896 1901 1902	1,075 600 550
Athens	Massy, Norman Levi Bishop, Charles Peter. Dowsley, William Clinton Graham, Louis Hartley (Interim)	B.A., Vic B.A., Queen's M.A., Queen's M.A., Tor	Math Class Hist., Eng Sci	1898 1895 1899 1902	975 750 750 675
Aurora	Mullvey, Charles W Rice, John McBride, Sara Mabel. (Interim)	B.A., Tor.	Class	1896 1895 1902	1,000 650 525
Beamsville	Myer, Albert Nicholas Ball, Kathleen Heester	M.A., Trin	Math Fr., Ger. (Interim)	1898 1892	800 550
Belleville	Milburn, Edward Fairfax Knight, William W Clacke, Henry Jellyman. McRae, Jesse Carrie Luton, James T	B.A. Trin B.A., Trin M.A., Tor.	Math Sci Class	1893 1892 1892 1889 1898	1,200 900 900 675 900

4. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1903.—Continued.

High Schools.	Names of teachers.	Degree.	Specialists.	Date of Appointment	Salary.
Berlin	Forsyth, David Connor, James William Sheppard, Frederick William Weidenhammer, William B. Jackman, David S. (Interim)	B. A., Tor. B. A., Tor. B. A., Tor. M. A., Tor.	Math Class., Eng., Hist. Eng., Hist. Eng., Hist., Fr., Ger Sci.	1901 1901 1888 1901 1902	1,300 1,200 1,000 900 900
Bowmanville	Gillilan, James Frost, Francis Henry Brage, Thomas George Allin, Elizabeth A.	B. A., Queen's B. A., Tor. B. A., Tor. B. A., Tor.	Sci. Math Class., Fr., Ger. Fr., Ger.	1880 1896 1897 1902	1,200 900 900 700
Bradford	Foucar, Walter K. Wright, William Jonathan (Interim) Brunt, Robert Anthony (Interim)	M. A., Tor. M. A., Tor. B. A., Tor.	Fr., Ger., (Interim) Eng., Hist. Class Sci.	1901 1902 1903	850 550 550
Brampton	Fenton, William J. Galbraith, William John Shields, Alexander M. Warren, James M. Cosens, Absalom	B. A., Tor. B. A., Trin. B. A., Tor. B. A., Tor. B. A., Tor.	Class Fr., Ger. Eng., Hist. Math Sci.	1894 1887 1902 1897 1897	1,200 900 850 900 900
Brighton	Newman, George E. Burke, Alexander	B. A., Queen's	Fr., Ger., (Interim) Eng., H st.	1896 1894	1,000 750
Caledonia	Seaton, Edward T. Bannister, John A. Barr, Janet	B. A., Queen's B. A., Queen's B. A., Queen's	Math	1901 1903 1901	900 600 500
Campbellford	Hume, John P. Boyes, Robert Kingston, George A. (Interim) Wilson, Nathan Lamont (Interim)	B. A., Queen's B. A., Tr. B. A., Tor.	Math Class.	1896 1895 1901 1902	1,000 800 600 600
Carlton Place	Rand, Wilfrid E. Asseltine, Robert W. (Interim) McDonald, Neil Macdonald, John F. (Interim)	B. A., Tor. B. A., Queen's M. A., Queen's	Math Class.	1902 1911 1890 1901	1,000 1,500 750 800
Cayuga	Skeele, James Etton French, Bruce	B. A., Tor. B. A., Tor.		1897 1899	950 600

Colborne	Lick, Addie	(Interim.)	B.A., Tor.	Math	1903	500
	Bellamy, Wesley	(Interim.)	B.A., Vic.	Eng., Hist. Fr. Ger.	1892	925
	Kemp, William	(Interim.)	M.A., Queen's	Eng., Hist. Fr. Ger.	1901	600
Cornwall	MacLean, Allan Edmund		B.A., Queen's	Fr., Ger.	1898	1,200
	Nugent, James		M.A., Queen's	Class.	1884	950
	Fitzgerald, Eliza Sophia		M.A., Queen's	Class.	1899	1,000
	Birchard, Alexander Fraser		B.A., Vic.	Class (Interim)	1898	700
	Crewson, Joseph W.		B.A., Vic.	Class (Interim)	1902	900
Deseronto	Smellie, William K. T.		B.A., Tor.	Sci.	1896	1,150
	Whyte, Robert		B.A., Tor.	Class.	1896	800
	Newcombe, Abram C.	(Interim)	B.A., McMaster	Class.	1901	650
Dundas	Meiklejohn, Allan J.		B.A., Queen's	Eng., Hist	1901	1,100
	Wren, John Stuart		B.A., Tor.	Math	1901	800
	Panton, Agnes Wilkie		B.A., Tor.	Math	1892	550
Dunnville	Cooke, John A.		B.A., Queen's	Class.	1896	900
	Smith, Thomas C.		B.A., Tor.	Math	1903	750
	Hills, Minnie		B.A., Queen's	Eng., Hist	1901	600
	Morrison, A. Selkirk	(Interim)	B.A., Queen's	Eng., Hist	1902	600
Dutton	Taylor, John Andrew		B.A., Queen's	Sci.	1898	900
	Simpson, Ernest	(Interim)	B.A., Tor.	Sci.	1902	575
	Ferguson, George Arthur	(Interim)	B.A., Tor.	Sci.	1902	550
	Taylor, Emma Jean	(Interim)	B.A., Tor.	Sci.	1901	450
Elora	MacMurchy, Norman		B.A., Tor.	Sci.	1895	1,000
	Armstrong, Frank	(Interim)	R.A., Tor.	Math	1902	600
	Francis, Annie Buchan	(Interim)	B.A., Tor.	Eng., Hist., Fr., Ger	1902	500
Essex	Anglin, Robert W.		M.A., Queen's	Math	1902	1,100
	Tuskey, Edith A.		M.A., Tor.	Class.	1901	700
	Keith, Arthur W.	(Interim)	B.A., Tor.	Sci.	1902	700
	Grant, Christine C.	(Interim)	B.A., Tor.	Eng., Hist., Fr., Ger	1902	500
Fergus	Freeman, John A.		B.A., Tor.	Class.	1903	950
	Campbell, Archibald L.		B.A., Tor.	Class.	1894	800
	Macdonald, Jesse E. O.	(Interim)	B.A., Tor.	Class.	1901	475
Forest	McKinley, James Matthew		B.A., Tor.	Class.	1901	850
	Taylor, John Gladstone		B.A., Tor.	Math	1902	650
	Martyn, Harold George	(Interim)	B.A., Tor.	Eng., Hist., Fr., Ger	1902	600
Fort William	Pulkey, Peter Joseph		B.A., Queen's	Math	1901	1,050
	Wood, Elmore Everton	(Interim)	B.A., McMaster	Math	1902	800

4. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1903.—Continued.

High Schools.	Names of teachers.	Degree.	Specialists.	Date of Appointment.	Salary.
Ganancque	Graham, Robert George Irwin, Herbert William Wilson, W. Ashbury	B.A., Vic. B.A., Tor. B.A., Queen's	Math. Eng., Hist., Fr., Ger. (Interim)	1894 1902 1899	1,100 650 650
Georgetown	Confts, Richard David Williams, Lorne Joseph Waterworth, Grace M.	B.A., Tor.	Class. Commercial	1897 1902 1900	1,000 700 600
Glencoe	Morrow, John Duncanson Hobbs, Thomas (Interim) Macalister, Ursula (Interim)	B.A., Tor. B.A., Tor. M.A., Queen's	Class. Math. Eng., Hist., Fr., Ger.	1898 1902 1902	850 600 450
Gravenhurst	Muldrew, William H. Downey, Helen Elizabeth (Interim)	B.A., Queen's; D. Ped., Tor. B.A., Tor.	Math., Sci. Eng., Hist., Fr., Ger.	1894 1900	1,000 500
Grimsby	Harrison, Charles W. Strang, Rose Innis	M.A., Vic.		1894 1901	800 500
Hageraville	Jones, George M. Kaiser, Jesse B. Wright, Robert	B.A., Tor.	Eng., Hist., Fr., Gr.	1900 1891 1896	900 750 650
Harriston	Maclean, Godwin V. Nichols, Bessie Hosking Corkill, Edward J. Dobson, Percival Charles (Interim)	M.A., Tor. B.A., Tor. B.A., Queen's B.A., Tor.	Math. Eng., Hist., Fr., Gr. Sci. Class.	1901 1900 1902 1903	1,000 525 750 700
Hawkesbury	Clothier, James O. Sline, Frederick L. (Interim) Higginson, Maria Adelaide	B.A., Queen's	Fr., Ger. (Interim)	1902 1902 1897	1,000 600 550
Iroquois	Stanley, Thomas E. A. Anderson, William G. (Interim) Smeaton, William (Interim) Rose, Marion H.	B.A., Tor. B.A., Tor. B.A., Tor.	Math. Class. Sci. Fr., Ger.	1897 1901 1900 1898	1,070 725 775 600
Kemptville	Dillane, William Nelson, John E. Moore, James E. Macdougall, Graham (Interim) Johnston, Robert H. (Interim)	B.A., Tor. B.A., Queen's M.A., Queen's B.A., Tor. B.A., Tor.	Math. Sci. Class. Class.	1895 1896 1901 1901 1903	1,100 800 890 700 500

Kincardine	Ferry, Samuel Walter Norris, James Bale, George Sidney Grainger, Horace A.	B. A., Vic. M.A., Queen's B.A., Tor. B.A., Tor.	Class. Math. Eng., Hist., Fr., Gr. Sci.	1894 1894 1901 1902	1,200 900 600 700
Leamington	Elliott, John Bonis, Harry Robertson, Alexander Morton Knox, Robert Hunter	B.A., Queen's B.A., Tor. M.A., Queen's B.A., Tor.	Eng., Hist., Math. Class. Math., Fr., Ger. Sci.	1896 1899 1900 1902	1,200 775 775 700
Listowel	Phillips, William Alexander Nichol, William Wallace Clark, Joseph Campbell	B.A., Tor. B.A., Tor. B.A., Tor.	Eng., Hist., Fr., Ger. Math. Class.	1892 1898 1902	1,025 800 700
Lucan	Stuart, Frederick Alfred Carter, Esie Hedley, James Walter Trenaman, Mabel Natalia	B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor.	Sci. Math. Eng., Hist., Fr., Ger. Eng., Hist., Fr., Ger.	1896 1900 1902 1902	1,050 625 600 450
Madoc	Watson, Alexander H. Rogers, William Henry Ward, Clara Anne	B.A., Tor. B.A., Tor. B.A., Tor.	Sci. Eng., Hist., Fr., Ger. Eng., Hist., Fr., Ger.	1889 1902 1902	1,100 550 400
Markham	Reed, George Henry Davidson, John H. Annis, Mary A. Millar, Nannie M. A. McKay, Donald Alexander	B.A., B. Ped., Tor. B.A., B. Ped., Tor. B.A., Tor. B.A., Queen's	Class. Math. Fr., Gr., (Interim) Eng., Hist. Sci.	1890 1902 1895 1894 1901	1,000 600 550 500 600
Meaford	Cornwell, John Leslie Huff, Samuel Dundas, Arthur A. Dingle, Grace Kean	B.A., Tor. B.A., Queen's B.A., Tor. B.A., Tor.	Math. Sci. Eng., Hist., Fr., Ger.	1900 1891 1897 1900	1,100 750 750 650
Mitchell	Elliott, William Lewis, Lafayette Levi Stephens, Robert H.	B.A., Tor. B.A., Queen's	Math. Eng., Hist., Fr., Ger.	1882 1902 1902	1,050 800 650
Mount Forest	Brethour, John Henry Pearson, Alexander Keith, George Walter Clapp, Florence Hamilton	B.A., Vic. B.A., Tor. B.A., Tor.	Class. Sci., (Interim) Math.	1891 1895 1900 1899	1,150 800 750 375
Newburgh	Nesbit, David Ashton Denyes, James Malcolm Gordon, John G.	B.A., Queen's B.A., Queen's	Eng. Hist., (Interim) Fr., Ger., (Interim)	1893 1898 1903	1,000 625 500
Newcastle	Davidson, Hugh Grose, Caroline	B.A., Tor.		1888 1901	850 400

High Schools.	Names of teachers.	Degree.	Specialists.	Date of appointment.	Salary.
Newmarket	Coombs, Albert Ernest Hollingshead, John Edwin Smith, Arthur (Interim)	M.A., B. Ped., Tor B.A., Tor	Class. Sci.	1899 1881 1902	1,025 725 625
Niagara	Barron, Robert Armour Blaine, Maude Elizabeth	B.A., Tor	Class, Eng., Hist., Fr., Ger	1900 1900	800 450
Niagara Falls South	Gibbard, Alexander H Brown, Duncan A Morrison, Amy M (Interim)	B.A., Tor B.A., Tor	Eng., Hist., Fr., Ger	1901 1902 1901	1,000 675 500
North Bay	McDougall, James B (Interim) Breuls, Ira D	B.A., Queen's B.A., Queen's	Sci.	1902 1903	1,000 350
Norwood	Davidson, John Graham, Peter Edwin Closs, Frank David	M.A., LL.B., Vic B.A., Queen's	Class. Eng., Hist. (Interim) Fr., Ger. Sci.	1882 1899 1901	1,100 650 550
Oakville	Wellwood, Nesbitt John Hodgson, Joseph E (Interim)	B.A., Tor B.A., Tor	Math	1877 1902	1,050 750
Omenee	Jardine, William Wilson Harvey, William Blakely	B.A., Tor		1898 1903	800 600
Orangeville	Steele, Alexander Clarke, Frederick Hall Dunkley, Albert Wesley McDonald, Wilbert L (Interim) Smith, Herbert Hamilton (Interim)	B.A., Tor B.A., Tor M.A., Queen's B.A., Tor	Eng., Hist., Math Fr., Ger. (Interim) Eng. Hist Class. Sci.	1879 1895 1900 1901 1901	1,400 850 750 450 700
Oshawa	Smith, Lyman C Stemon, Edward T Panton, Jessie R Stevenson, Louis Mills, Martha Christine	B.A., Vic B.A., Vic B.A., B.Sc., Vic. B.A., Queen's	Class, Eng., Hist Math Math, Sci Fr., Ger.	1882 1892 1896 1902 1902	1,300 1,000 650 800 600
Paris	Bell, Walter N Hedley, Robert Wesley (Interim) Madill, Alonzo J (Interim)	B.A., Tor B.A., Tor B.A., McMaster	Class Math Sci	1898 1901 1902	1,300 750 600
Parkhill	McDougall, Neil Libby, Minnie Fennessy	B.A., Tor B.A., Vic	Sci. Fr., Ger. (Interim) Eng. Hist	1896 1895	825 625

	Guest, Emily J. (Interim)	M.A., Tor.			1901	£25
Pembroke	Ross, Ralph	B.A., Tor.	Class	.....	1895	1,200
	White, Edwin Theodore	B.A., Tor.	Math	.....	1901	900
	Saunders, William John	M.A., Queen's	Sci.	.....	1900	750
	Shirreff, Robert Marshall		Fr., Ger. (Interim)	.....	1895	800
Petrolea	Bell, John Johnstone	B.A., Tor.	.....	.....	1888	1,200
	Clyde, William	M.A., Queen's	.....	.....	1888	1,050
	Balls, George Herbert	B.A., Tor.	Math. (Interim)	.....	1899	750
	Donaldson, William	B.A., Tor.	.....	.....	1902	750
Picton	Dobson, Robert	B.A., Vic.	Math	.....	1880	1,200
	Morden, Gilbert Walworth	B.A., Queen's	Sci.	.....	1895	1,000
	Reynar, Marianne Beatrice	B.A., Vic.	Eng., Hist., Fr., Ger.	.....	1901	550
	Dolan, John Henry	B.A., Queen's	Class	.....	1899	1,000
	Robeson, William R. (Interim)	B.A., Manitoba	.....	.....	1902	700
	McCulloch, Andrew	M.A., Queen's	.....	.....	1894	1,300
Port Arthur	Morgan, James W. (Interim)		Eng., Hist	.....	1890	1,100
Port Dover	Liddy, William R. (Interim)	B.A., Tor.	Sci.	.....	1897	800
	Martin, John Strickler	B.A., Tor.	.....	.....	1898	600
Port Elgin	Lillie, John Turner	B.A., Vic.	Class	.....	1889	1,100
	Innis, Alexander R. (Interim)		.....	.....	1892	750
	Keefe, Reuben Daniel	B.A., Tor.	.....	.....	1902	500
	Kirkconnell, Thomas A. (Interim)	B.A., Queen's	Math	.....	1888	1,300
Port Hope	Caesar, Lawson	B.A., Tor.	Class	.....	1900	900
	Weir, Annie	B.A., Tor.	Eng., Hist., Fr., Ger	.....	1897	800
	Moir, Catharine Elizabeth .....		.....	.....	1896	600
	Anderson, Frank Cecil	B.A., Queen's	Sci	.....	1902	800
	McBride, Dugald	B.A., Vic.	Class, Math	.....	1871	1,300
	Stone, George .....		.....	.....	1883	850
Port Perry	MacArthur, Christina M. (Interim)		.....	.....	1895	600
	Pugsley, Edmund	B.A., Vic.	Sci.	.....	1896	900
	Hord, Alfred Henry	M.A., Queen's	Eng., Hist.	.....	1903	400
Prescott	Rose, Robert Charles	B.A., Tor.	Math	.....	1896	1,080
	McPherson, Hattie Georgina	B.A., Queen's	Eng., Hist., Fr., Ger	.....	1900	550
	Kerfoot, Horace W. (Interim)	B.A., Queen's	.....	.....	1901	600
Rat Portage	Roberts, Thomas Henry	B.A., Tor.	.....	.....	1902	1,100
	Poole, Franklin C. (Interim)		.....	.....	1902	900
Richmond Hill	Farquharson, Robert Andrew	B.A., Queen's	Eng., Hist., Fr., Ger	.....	1899	900
	Shaw, Robert	B.A., Tor. and McMaster	.....	.....	1902	600

4. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1903.—Continued.

High Schools.	Names of teachers.	Degree.	Specialists.	Date of appointment.	Salary.
Sault Ste. Marie.	Green, Leslie Arnold. (Interim) McNeely, Priscilla Victoria (Interim) Campbell, Alexander	B.A., Tor. M.A., Trin. B.A., Tor.	Class. Sci. Math	1902 1902 1902	1,100 700 900
Simcoe	Christie, James Douglas Galbraith, Robert Thompson, John Fletcher Morgan, John James	B.A., Tor. B.A., Queen's B.A., Tor. B.A., Vic	Eng., Hist., Fr., Ger Math Class. Sci.	1889 1899 1899 1903	1,300 900 850 800
Smith's Falls.	Houston, John Arthur Stubbs, Samuel J. Morgan, Joseph Pitcher, Winona Jessie (Interim)	M.A., Trin. B.A., Tor. and Queen's B.A., Queen's B.A., McGill.	Math Eng., Hist., Class Sci., (Interim).	1887 1897 1900 1901	1,200 900 750 500
Smithville	Tremear, James Hill, Mary Alpena. (Interim) Martin, Alice (Interim)	B.A., Vic M.A., Queen's.	Class. Math	1898 1902 1902	950 400 400
Stirling	Kennedy, George E. Dickey, Martha Ada (Interim) Hutchinson, May R. (Interim)	B.A., Vic B.A., Tor.	Sci. Eng., Hist., Fr., Gr	1893 1902 1902	900 450 400
Streetsville.	Cameron, Aldis W. Forbes, William B.	B.A., Tor	Eng., Hist Sci.	1898 1901	800 650
Sydenham.	Henry, Thomas McKee. Brown, Percy William Hensbridge, Elizabeth (Interim)	B.A., Tor M.A., Queen's.	Math Sci. Eng., Hist., Fr., Gr.	1903 1903 1901	1,000 700 500
Thorold	Bald, William Francis Smith, Margaret T Hubner Ireland, Franklin N. (Interim)	B.A., LL.B., Tor. B.A., Manitoba	Class	1898 1898 1902	1,000 600 500
Tillsonburg	Ross, Alexander H. D. McLennan, Alexander L. Wyatt, Malcolm	M.A., Queen's B.A., Queen's	Sci., Math	1896 1900 1902	1,000 700 600
Trenton	Inglis, Elmer Ellsworth Longman, Edwin Pattee, Mrs. Ada	B.A., Tor.	Math Eng., Hist	1885 1892 1889	1,050 775 750
Uxbridge	Park, Henry George	B.A., D.Pæd., Tor.	Class.	1888	1,030

Vankleek Hill.	Barr, Lydia A.	B.A., Tor	Math	1891	500
	Smillie, Robert.			1902	670
	Harrington, James T.			1902	500
Vienna	Jamieson, Thomas.	B.A., Vic	Math	1889	1,000
	MacLean, Walter Inglis.	B.A., Tor	Class.	1900	650
	Shepherd, Martin W.	B.A., Tor		1902	600
	McLaurin, Peter C.	B.A., McMaster	Sci.	1902	600
	MacLean, Katherine G.	B.A., Queen's		1902	550
	Bigg, Edmund M.	M.A., Tor	Sci.	1901	750
	Waldron, Lottie.			1902	450
Walkerton	Morgan, Joseph.	M.A., Tor	Class.	1881	1,200
	Witton, James Gayford.	B.A., Tor	Math	1896	1,000
	Day, Alfred Ernest.	M.A., Queen's	Eng., Hist., Fr., Gr.	1901	800
	Cheswright, Richard C.		Sci.	1900	800
Wardsville	Elliott, Thomas E.	B.A., Tor	Eng., Hist., Fr., Gr.	1901	800
	Goulding, Hannah Mitchell.			1902	400
Waterdown	Perry, Peter.	M.A., Trin.	Class.	1903	800
	Gunn, Daniel Wesley.	B.A., McMaster	Math	1901	600
	Aitchison, Belle.			1897	400
Waterford	Mills, John Hudson.	M.A., Queen's	Class.	1899	1,050
	Saunders, William Robt.	B.A., Queen's		1900	625
	Conlin, Evelyn.	B.A., Tor	Eng., Hist., Fr., Gr.	1902	500
Watford	Potter, Charles.	B.A., Tor	Math	1892	1,000
	Race, Wilfred Ballentine.			1893	750
	Ramsay, James Alex.			1902	500
	Bambridge, Celia.			1900	425
Welland	McQuaig, Herbert M.	B.A., Queen's	Sci.	1891	1,100
	McNiece, James.	B.A., Tor	Fr., Ger. (Interim)	1895	900
	Foster, Jessie.			1889	500
	Buchner, Claribel.			1901	500
Weston	Kennedy, Thomas.	M.A., Queen's	Math. (Interim)	1902	750
	Hawkins, Maud Mary.	B.A., Tor	Eng., Hist., Fr., Ger	1901	400
	Tennant, Isabella Leathem.	B.A., Tor	Eng., Hist., Fr., Ger	1901	400
Wiaraton	Snell, Joseph A.	M.A., Queen's	Math	1895	1,050
	Baines, Archibald W.	B.A., Trin		1895	700
	Jermyn, Percy Thomas.	B.A., Tor		1901	600
Williamstown	MacDonald, James.	M.A., Queen's	Class.	1898	1,100
	Witheril, Ebenezer Rufus.	B.A., Queen's		1895	800
	Millar, Frederick Gourlay.	B.A., Tor		1900	700

RECAPITULATION.

Number of Schools. Sex of Teachers.		Number of Teachers.		Salaries.		Universities, etc., of Teachers.	

APPENDIX Q.—HIGH SCHOOL CADET CORPS.

Colonel Peters, District Officer Commanding, Military District No. 1, in his report to the Department states that;

His Worship Mayor Beck of London, Ont., very kindly presented a most handsome Silver Shield for competition among the different Cadet Corps in Military District No. 1;

That the conditions were to be Lee Enfield Rifle, Gallery Cartridges, and "Peter's" Target;

And that the following schools entered, making the scores as detailed opposite their names:

London.....	100
Chatham.....	64
Mount Forest.....	110
Galt.....	58
Petrolea.....	(Retired)
Seaforth.....	86
Guelph.....	107
Goderich.....	(Retired)

The Shield was won by Mount Forest.

Col. Peters adds that this shield will be competed for annually; and that the Musketry has proved to be of the greatest assistance in keeping up the Companies outside of its importance otherwise, owing to the interest taken by the Boys in actual practice.

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